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ABSTRACT

A program and related materials for providing child care free of charge in the aftermath of widespread disaster to children ranging in age from infancy through second grade are described in this guidebook. In Section I, the Temporary Emergency Child Care (TECC) program is discussed. In particular, the nature of TECC services is indicated, the design of the TECC program is described, the plan for providing TECC in Texas is outlined, and the implementation of TECC in the aftermath of a tornado is described in the form of a volunteer's diary. Section II of the guide contains information for equipping and storing materials in a 14-foot supply trailer. Diagrams and photographs of the trailer and its equipment are provided along with instructions for loading and unloading. Section III lists age-appropriate, recommended, basic instructional materials as well as general supplies for stocking the trailer. (The author emphasizes that at the time of its publication, this guidebook and the program it describes appeared to be the only one of its kind in existence.) (Author/RH)

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AN
EASY
GUIDE
TO DEVELOPING AN
EMERGENCY
CHILD CARE
SYSTEM

(Free Child Care in the Aftermath of Major Disasters)

by Karl Bozeman

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AN EASY GUIDE TO DEVELOPING AN EMERGENCY CHILD CARE SYSTEM

(Free Child Care in the Aftermath of Major Disasters)

by Karl Bozeman

Drawings by Ellen Jones

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PREFACE

This book is a direct outgrowth of a need many families have faced in the time of widespread disaster. The Temporary Emergency Child Care Program is a result of reports from the Texas Baptist Men's organization as they worked in disasters where no care was provided for young children. Many people have contributed directly and indirectly to this new concept of organized child care. It is a program designed to provide free child care for infants through second graders in the aftermath of widespread disaster.

Forty people have volunteered to serve on four teams across Texas. The teams of committed individuals that served in Wichita Falls following the tornado of April 10, 1979 and Alvin following the flood in August, 1979 have contributed invaluable information and ideas toward the further development of the program.

A layman became aware of the need for a Child Care Supply Unit and contributed a utility trailer. A lady learned of the need for an electrical generator in event there was a loss of power and made the purchase. An electrical contractor prepared wiring to get the power from the generator to the center. A Certified Public Accountant has made his motor home available in event it is needed by the team during a disaster.

An industrial company built and contributed the loading ramp for the supply trailer. One church had the modules and built-in cabinets built for the trailer. A Baptist Student Union Director laid the tile floor and assisted with other work. A nurse spent many hours doing finish work on the overhead cabinets.

A secretary has spent countless hours promoting the program and enlisting support. A large number of Girls Auxiliary, Royal Ambassador, and Women's Missionary Union groups have contributed financially and with their labors. Baptist Women's groups from across the state have made sheets and covers to be used on the rest mats.

Churches and associational groups have requested presentations of the Temporary Emergency Child Care program and a display of the supply unit. The excitement has been astounding.

Several weeks after making a presentation and display during a Wednesday night prayer service, a member of the church called. "I was disappointed when I heard what our mission program was to be and reluctantly stayed to hear about Temporary Emergency Child Care. The next day I was still so excited about the Temporary Emergency Child Care program that my friends at work had to hear me out. I'm calling to find out if you need other supplies. I want to make a contribution to a worthy cause and I believe this is it."

God has certainly blessed this effort to serve young children and their families during the aftermath of overwhelming disasters.

These many contributions and contributions to Texas Baptist's disaster relief have made the Emergency Child Care program a reality.

Now this special program extends beyond the borders of Texas. Southern Baptist disaster relief teams in Oklahoma, Virginia, and Mississippi have expressed interest in the program. Other professional groups active in disaster relief also are demonstrating interest.

ACKNOWLEDGEMENTS

This book or this program would not have been possible without the support and encouragement of many people. I take this opportunity to publicly express my deepest appreciation to these special people:

Joreen - *my wife, for her help, patience, understanding and moral support during these months of developing the TECC program.*

Jerry Vogel - *who served as team supervisor in both the Wichita Falls tornado and the Alvin flood disasters. His evaluations and input have been invaluable. Jerry now serves the East Texas team as supervisor.*

Chris Shelby - *North Texas team supervisor, for allowing me to share her diary of the Wichita Falls TECC experiences.*

Ellen Jones - *who has spent many hours and days off assisting in every way, especially preparing detailed drawings. She also serves as a lead teacher on the North Texas TECC team.*

Bob Dixon and Jerry Bob Taylor - *Texas Baptist Men who saw the need of young children during disasters, became concerned and have given support in every way possible.*

Dr. Charles McLaughlin, Dr. Eugene Greer and the Baptist General Convention of Texas *for making the TECC program possible.*

Dr. Helen Canaday *of the University of North Carolina at Greensboro for reading, evaluating, suggesting and encouraging the development of this material.*

Alma Mae Scarborough *for her encouragement and expert guidance in making this book readable.*

All TECC team members - *who are so willing to serve and are supportive*

of this program.

Many-individuals - *Baptist Women's groups, Sunday School classes, and companies, plus many too numerous to name who have given financial support and time to TECC.*

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PART I

CHAPTER I

What Is Temporary Emergency Child Care?

It began as a welcomed rain to the dry, parched land of the hill country and the Graham-Albany areas, but ended in disaster--the tropical storm, Amelia. Between August 1 and August 5, 1978, up to twenty inches of rain fell, generating destructive flooding. When the rain ceased and flood waters receded, thirty were dead, and hundreds of residents in this area lost their homes, personal belongings, and livestock.

Who would help? The existing disaster relief programs were first to provide food, shelter, and clothing for people. There was a dire need to help children during this disaster, but little assistance was given. The children were sadly neglected. Many parents needed security for their children while they tried to cope with their sudden loss of homes, possessions, and in some cases family members or friends. Few people offered help for the children. Who could help?

Following this disaster, a small group of Baptist Executive Board staff members shared their concern regarding the great needs of young children in such crises. An assignment was made for the development of a program to provide child care in disaster situations in Texas. Following the discussion, the situation was discussed with Bob Dixon, Director of Texas Baptists Disaster Relief program. Karl Bozeman, Coordinator of TECC and Bob Dixon decided to organize four teams in various regions of the state, similar to the existing program for feeding.

Early in the stages of developing the Temporary Emergency Child Care program, Mrs. Andrew Young, wife of the U. S. Ambassador to the United

Nations, stated that the United Nations had developed a charter in 1959 on the rights of children and, that a statement in the charter read:

Children have the right to receive relief first in times of disaster.

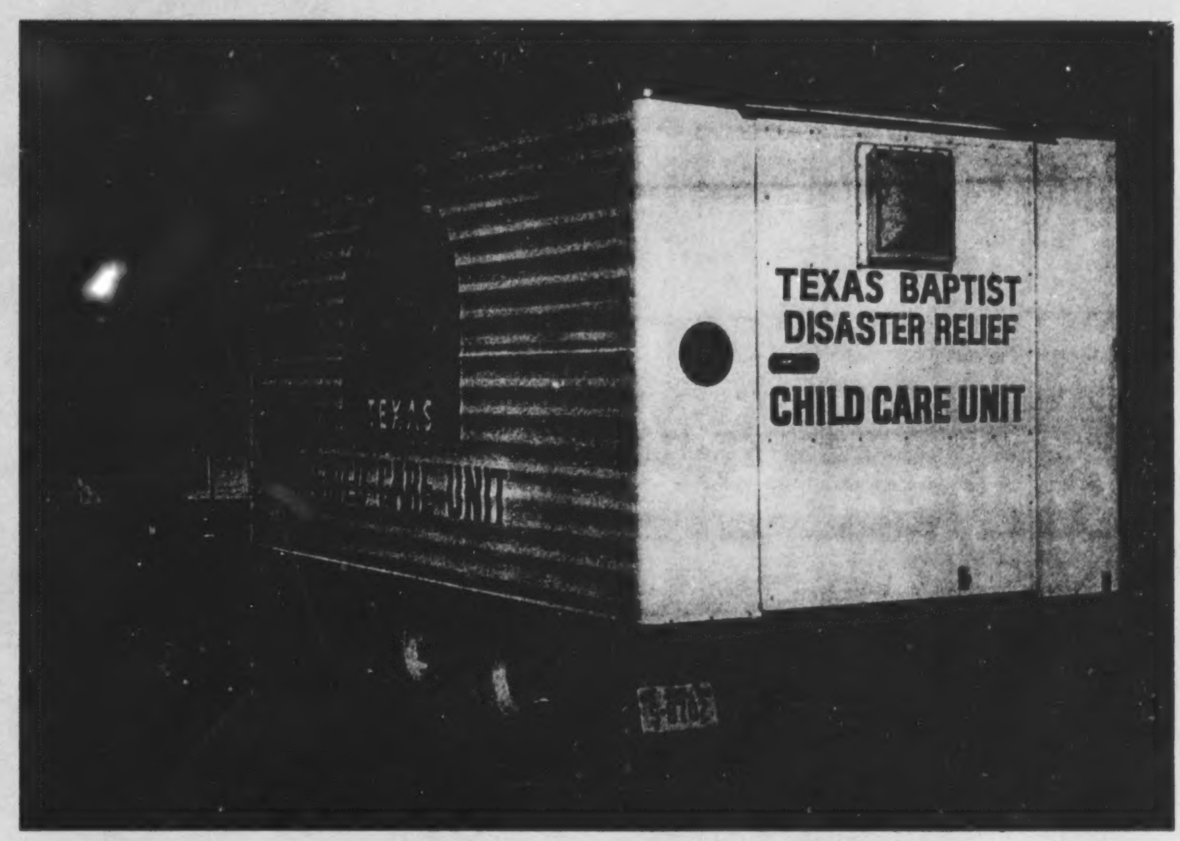
On March 30, 1979, a search was made by the Educational Research Information Clearinghouse (ERIC) on Early Childhood Education into its files for anything that might relate to this unique concept of organized child care. Searchers found nothing. The report was that there was no evidence that anything of this nature was in existence at that time. ***(This material has since been accepted by ERIC.)***

A study of VOAID (Volunteer Organizations Active in Disaster) reflects that there is no evidence that any church denomination, private concerns, or government agencies have provided an organized program of this nature prior to this time.

A call to the Department of Human Resources (DHR), licensing office in Austin again revealed a void and prompted the following statement: "We have never heard of anything of this nature before; we want to know more about it; and we are excited about the possibilities." The DHR has been a friend indeed giving both encouragement and verbal support.

Contact was made with the Director of the Children's Bureau, Health Education, Welfare in Washington, D.C. His reply was the same as others; he verified that there is no other program of this nature in existence in the United States.

It was from this environment and background that the Temporary Emergency Child Care program was born. The TECC is in its initial stages --a program designed for use in the aftermath of widespread disaster.



TECC SUPPLY UNIT

Many disasters have struck large segments of our society before. Like America itself, American people have banned together for strength and have recovered (at least visably). Adults and youth could talk about and try to analyze the disasters. Why did we forget the young children whose parents had little time, less strength and limited patience with them during a time of loss, trauma and frustration?

The need has always been present. Why didn't I see it soomer? Why didn't someone else think about it? The TECC program as it now stands is not the ultimate; but, it is a beginning and has much to offer to young children and their families during distressful times. Every state or area can be a part of it in some way -- just ask!

WHAT A MINISTRY!!!!!

GLOSSARY

1. **TECC** -Temporary Emergency Child Care, a program established to provide free child care to young children from infants through second grade. The time schedule may vary accordng to need, time of year, daylight saving time, etc., but basically the schedule is from 7:30 a.m. - 5:30 p.m. TECC is a new concept of aid to families of young children during the time of disaster which affects a large number of people. Organized care is provided for young children while parents apply for various types of aid as well as clean up their homes and businesses.
2. **BGCT** - Referring to the Baptist General Convention of Texas and/or it's Executive Board staff.
3. **One-Stop Centers**- the place where all types of services are made available under one roof, mainly where people apply for various types of aid after a disaster, both volunteer aid and government aid.
4. **VOAID** - Volunteer Organizations Active in Disaster. (Southern Baptists (BGCT) are organized to provide thousands of free hot meals each day for those needing food and to provide free groceries to the stricken. Seventh-day Adventists do an outstanding job of providing clothing. The Mennonites assist in cleanup and rebuilding in the disaster areas. The many aspects of Red Cross work are too numerous to detail along with others.)
5. **DHR** - Department of Human Resources, the child care licensing agency in the state of Texas.
6. **Module** - An open shelf storage unit for teaching materials.

CHAPTER 2

The Design of the Temporary Emergency Child Care Program

The need for organized care of young children during and following disasters has been identified as a reality. The past is now behind us! With some knowledge of past disasters, some understanding of present limitations, and preparation for future needs; young children in disaster need not be neglected.

Take a close look at the design for developing a Temporary Emergency Child Care program.

1. Determine the need. A discussion of the Graham flood disaster and related experiences in cleanup helped to establish the need. Other investigations as reflected in the previous chapter confirmed the need.

2. Secure the support of the sponsoring organization. It is significant for the sponsoring organization to understand the need and the possibilities of the program. This takes time and patience on the part of the initiator of TECC. A detailed proposal of the program and anticipated funding needs is necessary. The question is not so much of what can we do; but, what do the young children and their families need; and, will we commit ourselves to meet those needs???

3. Secure clearance and cooperation from the state licensing agency. An initial contact with the DHR brought good vibrations. This was a new concept to them and reflected an unmet need of young children. The green light was given in just days. The TECC operates with the approval of the DHR. This agency has been exceedingly supportive.

4. Determining the number of teams needed. Where does one begin a

project to meet the needs of a state the size of Texas? The thought was overwhelming! The matter was discussed with the Director of BGCT Disaster Relief program. It was easy to see that time and money in travel would be prohibitive for only one team. The decision was made to begin with four teams -- North, South, East, and West. The team members were usually enlisted from the general area of the state where the team would serve. This created interest and involvement from areas that may have never become aware of the TECC program. Each team began with a supervisor (selected by the TECC coordinator) and eight lead teachers. The need for a bilingual special assistant soon became evident. That person was added to each team.

Most of the team members were directors or had been directors of child care centers. This approach was taken on the belief that a person with experience as a director of a center has faced more crisis situations than the average classroom teacher. Others with experience in early childhood education have been very effective. Thirty-two of the original forty enlisted have had the background of experience as directors. Most of the team members were known personally by the TECC coordinator and were enliste by phone. A follow-up letter was sent. A visit was made to each of those not personally known before they were enlisted as team members. Those enlisted must be "team" people and in control of themselves during a disaster.

5. Enlist the team supervisors. These are key people in TECC. They must be leaders with compassion, understanding, and tact. They must be persons who can stay in control of the team as well as the situation at hand. Someone with a "cool" head, a calm disposition, and one who can maintain composure.

The four supervisors (only) had been enlisted with the tornado struck

Wichita Falls. Three were available to go to Wichita Falls and four others to become team members were hastily enlisted.

This was the "beginning" of TECC in action. At this point we will move ahead several steps because the input of the Wichita Falls team reflects in what is to follow.

The original plan was for each team member to pack a kit of materials along with a planned unit ready to use upon call. Through this first experience we learned that the children were not ready for a structured or planned unit approach. More than anything else they needed to be touched, to be loved, or to be held and given a sense of security.

This brought up another qualification for the lead teachers. They must be persons who can teach from the "overflow" (past experiences). They should have experience enough to know how to guide a child in a given situation to have a good learning experience. Teachers should be able to help children make adjustments to the crises situation.

The other problem came with the "kit" of materials. Those who flew in private and commercial plans could not take the desired materials. One of the suggestions from this team was to equip a supply trailer with teaching materials. An idea was born - the results are described in later chapters in this book.

This team became keenly aware that the teacher/child ratio must be very small. The traumatic experiences of the children demanded more attention and more one-to-one relationships. The children needed someone with patience and understanding. They needed love and compassion. It was a time to hold, touch, and give reassurance. With the loss of personal possessions there came a need for "something" to attach themselves to: a toy, doll, or blanket.

The traumatic experience of the storm prompted the need for reassurance. For this reason the brothers and sisters were almost inseparable: they needed each other. They also needed experiences that would make them forget momentarily about the storm.

The children, like the adults involved, needed to talk about the experience. They needed to express how they felt and get it out of their system. It made them feel better just to say something about what had happened.

These boys and girls needed hot balanced meals and milk which had been difficult to get since the storm.

From this information, a plan has been devised to involve local people not directly affected by the disaster to serve as teacher's aids with the lead teachers. There was also a need for representative of TECC to be on the initial survey team.

6. Compile a list of potential lead teachers and bilingual special assistants. With the help of the supervisors and others, the TECC coordinator made a list of potential lead teachers and bilingual special assistants. First consideration was given to directors of child care centers and church staff with direct responsibilities in the area of early childhood education.

7. Enlist lead teachers and special assistants. Telephone contact was made with those known to have the background as a child care center director, a good program record, and the personality to be a "team" person. The TECC program was briefly explained. They were asked if they would be interested in serving on a team. If there was an interest, an official letter of invitation and a brief plan of TECC was sent. The person was also asked to secure clearance from their supervisor, church (or other) to serve on the team. A letter of confirmation was requested within two weeks, or sooner if possible. A visit was made to those not personally known. (See letter of invitation in appendix.)

8. Secure team member information. (See appendix.) Upon receiving the letter of confirmation, a letter acknowledging receipt was sent. A Team Member Information form was also sent with the request that it be completed and returned immediately.

9. Send the team supervisor copies of the Team Member Information forms. A copy of each Team Members Information form was placed in a loose-

leaf binder under the respective regions (North, South, East, West). Each team supervisor received a notebook with the Team Members Information for all teams. In case a team member was unable to serve when called upon, a counterpart could be contacted from another team. This multiple team concept lends to the flexibility of the program.

10. Secure a list of teaching supplies and materials that each lead teacher feels are necessary. A list of teaching supplies and materials that each lead teacher would need for his/her preassigned age group was secured. They were to assume that the very basics were available -- space. The space might be in a school, gymnasium, store front building, church, or vacant building. The list was to be sufficient for twenty children for ten days.

11. Schedule an Orientation Training Retreat for the entire team. The Orientation Training Retreat began with lunch one day and concluded with lunch the next day. The first hour was a get-acquainted time. That hour was followed by a guest speaker who related information to the group about Volunteer Organizatons Active in Disaster (VOAID). The team members who had served in the previous disasters shared their experiences, feelings, and ideas with the group. All had an opportunity to ask questions about those experiences. The questions were real and valid. This proved to be very beneficial for all to learn from those firsthand experiences.

A mini-course in Red Cross First Aid Training was a good idea. An investigation revealed that the best place to locate a qualified instructor was probably in a metropolitan fire department or police department. These were likely to have more experiences with the use of their first-aid talents.

The team counterparts compiled their supply lists into one and pooled their ideas regarding supplies and materials. They searched through a number of supply catalogs, and listed the company, catalog page, item, number, and price. This made purchasing of the materials simpler and quicker. A sketch was made determining the size and design of a storage module that would be necessary for these supplies and materials -- the basic design for the modules in the TECC supply trailer. A summary of the needed supplies and drawings of the modules are included in this document.

12. Prepare a trailer for suitable storage of necessary supplies and materials.

The basic size and design of the storage modules and other equipment established the size and design of the trailer. The Wells Cargo fourteen foot utility trailer (UT-14) was sufficient. The features include tandem axle with four-wheel surge hydraulic brakes and inside dimensions eighty-one inch width, six feet height and thirteen feet, ten inches length. Teaching materials were stored on the trailer in eight modules (on casters) that can easily be moved to the specific teaching areas. Included is a diaper-changing unit with several cases of disposable diapers, infant tub with disinfectant stored in the unit.

Other equipment included eighty rest mats, a thirty-five hundred watt Honda electrical generator with over one-hundred feet of wiring and eight flood lights. Also included are two adult folding rockers, two homeliving units for the children and three child-sized rockers. Paints, teaching pictures, chromaharps and art paper were also included.

In addition to this, overhead storage was provided on each side. The storage area contained sleeping bags and pillows for the team and "general use" items that were to be shared with all groups.

13. Prepare publicity cards. The Free Temporary Emergency Child Care card provided the needed information to publicize the free service. These were to be placed in the One-stop Centers, at the BGCT Disaster Relief feeding unit, and be given to leadership of all churches. The card was originally done in English and Spanish; but according to locale, could be in other languages. (See appendix for sample of original.) The card must be completely filled out before a child is received.

14. Prepare news release and pictures for media. Time is of essence! Prepare a news release in advance with blanks for places and names to be filled in. Picture of teaching/learning experiences with young children will be welcomed. The news release should be on the letterhead of your public relations departments to get best results. (See appendix sample.)

15. Prepare permanent directional signs. The Free Temporary Emergency Child Care signs should include: (1) directions inside the building and (2) yard signs. These directions include the same basic information as the publicity cards and the time of operation. (See appendix sample.)

16. Prepare a supply of Temporary Emergency Child Care registration cards and attendance record sheets. (See appendix samples.) The registration cards are in English and Spanish (and according to locale may be in other languages). The information requested is: name and age of child, parents' names, addresses, business phone, parent's or other person's phone number for contact in event of emergency, and name of child's physician. The bottom section is a tear-off card for parents to return when coming for their child. In this way a child cannot be taken by someone who is not authorized to do so.

The regisiration cards are left for churches in the area to follow through on other needs of the family. The family will likely need much help in the months ahead during the recovery period. A mission opportunity for each church prevails at one's own back door. "Go ye."

The daily attendance record sheet is to be used by the lead teacher in each room. It is merely a register for the day with any specific care requests by the parents. It is a very significant reflection of the interest of the individual lead teacher and the team, and provides parents with that extra sense of security at this strategic time.

OBSERVE THE IMPLEMENTATION STAGES OF TECC

The first stage was that of becoming aware of the need and deciding what to do. It seemed to be "forever" from the time the proposal was made in November 1978 until the green light to go ahead was given in February of 1979. Three valuable months had slipped away, unnoticed by some. There was always the pressure of the spring tornado season and personal pressure to "be ready when and if the time comes."

TORNADO STRIKES WICHITA FALLS

The next stage came with disaster. Only the four supervisors were enlisted when the tornado struck Wichita Falls. It was 7:30 p.m., Saturday, April 14, 1979 when the call came. We needed a child care center operating in Wichita Falls on Monday morning. This was Easter weekend and potential team members were scattered; few were home.

First, the call to Mr. Martin, head of licensing with the DHR in Austin was urgent. "I anticipated your call and have contacted my people in Wichita Falls," Mr. Martin said. Superb cooperation!

Calls to the supervisors netted three who could go to Wichita Falls.

With many other calls, a total of seven on this team went. They were instructed to take notes, make observations and suggestions for the future. Many ideas this team suggested and probably each team in the future will reflect in the TECC program. Some drove, others flew commercial and some went by private plane.

Only thirty-eight children from twenty-five families were in the program during the six days. On the fifth day a survey was made; only two children needed care on the next Monday. Arrangements were made for those two children through their church, so the team returned to their homes. The team members were physically, mentally, and emotionally exhausted. Many rewarding experiences came from the work that week. Patterns were set for future plans of TECC and the team came away with compassion and insights that literally would change the lives of each team member.

The third stage was that of enlistment which was stepped up considerably with the Wichita Falls experience. Within the next three months, a larger portion of the four teams were enlisted, but not soon enough!

THE CITY OF ALVIN FLOODED

On July 24, 1979 and the next few days tropical storm Claudette moved inland in the Texas gulf coast area. Floods were rampant. About twenty-six inches of rain fell in Alvin in as many hours.

The fourth stage was another testing time. On Tuesday, July 31, a call came at 10:45 a.m. expressing the need for a child care center to be operating the next morning in Alvin. The next hours were spent on the phone and a plea for help was made to the group of about two-hundred child care workers at that time meeting in Tyler for training.

The next mornning ten people were in Alvin operating a child care center. The time element worked. Teacher's aids came from surrounding areas bringing teaching materials to the center in a Junior High School. Success again in local involvement! For the first time a bilingual assistant was on the job. What confusion it would have been without her! Another success story!

Mission Action groups came from the surrounding cities to offer their services. Several were asked to assist with the TECC program. How fortunate that was for them and the children! One volunteer from Angleton worked with the infants. They were on army cots and Red Cross blankets. One dear lady went to her church that night and expressed the need for something better for those babies. The next morning her church sent cribs out of their preschool department to be used.

Some Early Childhood Ministers from churches in surrounding areas were called. They responded personally, brought other qualified teachers and teaching materials.

Like true Americans they all answered the call and gave their best for the children. What a beautiful sight it was to find such a precision operation under such adverse conditions! The team worked superbly together and the spirit of the TECC group was evident to other organizations in the One-stop Center. What a great Christian testimony!!

The TECC operated four days in Alvin and cared for one-hundred-seventy-five children.

The fifth stage was to complete enlistment and orient the team members. The Orientation Retreat was October 4-5, 1979. It was at this time that decisions about materials, storage space, and other needs were made.

The sixth stage came with the securing of a trailer. The trailer was delivered early in January, 1980. Weeks had been spent looking for someone to build the cabinets and modules. The cabinet work was completed on March 22, 1980. The immediate problem was how to load and unload the modules. A company was located which built a lightweight loading ramp. A thirty-five-hundred watt Honda electrical generator was secured in event of a situation without power.

January and the two months following were spent frantically purchasing materials and supplies. Preparation was made to display the unit for a Disaster Relief planning group March 27-29, 1980.

The seventh stage was the act of putting all of our planning to use. How wonderful it would be if it were never needed, but past history in Texas reveals that disasters will happen.

The design of TECC began with determining the need. It was necessary and desirable to secure the approval of the DHR. Long and tedious hours were spent in selecting, enlisting and training the teams. Countless hours have gone into the design of the trailer and purchasing supplies and materials. Now, all is ready!

TROPICAL STORM ALLEN

Allen! The first week of August, 1980, the tropical storm Allen was traveling west toward Florida. It skirted around Florida and moved erratically around the Southern coast of the United States in the Gulf of Mexico. Allen headed directly toward Brownsville and Harlingen. Allen stalled in the Gulf of Mexico, moved slowly northward and inland across the sparsely populated King Ranch. High winds and flooding moved through Kingsville, Robstown, Bishop, Corpus Christi and smaller towns. After a day some who evacuated their homes were moving back.

Contact was made with the Disaster Relief team and the Child Care Supply Unit was moved to the Zephyr Baptist Encampment, south of San Antonio. The supervisor of the South TECC team was sent to survey the child care needs. Both the South team and the East team had been alerted and were ready to move into action. The supervisor learned that the people in Bishop, Robstown, and Corpus Christi were moving back into their homes. A visit to Kingsville was also in vain. The report was that Kingsville had students there to care for the needs of children.

We were ready, we were there, but thank God TECC was not needed. What a relief to know that the program was functional and ready!

CHAPTER 3

Organizing Temporary Emergency Child Care

The need for TECC has been established. Still the coordinator wondered why it was not thought of or done sooner. The design was a direct outgrowth of the need. Implementation had only taken eighteen months, but that seemed like forever. Interviewing and enlisting were time-consuming, but necessary, if enlisting was done right.

TECC was a move in the right direction. In the March 27-29, 1980 meeting of Disaster Relief volunteers, three area leaders in Texas committed their areas to equip similar supply trailers (as soon as the design and supply information were furnished). Two other state Baptist disaster groups had already made contact about assistance in setting up TECC in their states.

The Plan of Temporary Emergency Child Care in Texas

ORGANIZATION:

1. Four teams in the North, South, East, and West regions
2. Coordinator of the four teams
3. Each team consists of:
    - a supervisor
    - eight lead teachers
    - a bilingual special assistant

    (Each person needed experience in directing a child care center)
4. Local assistance from the disaster area to serve as teacher's aids according to need of care and availability of assistance
5. Four teams lending flexibility of calling in a counterpart when one member of a team cannot assist

6. Four teams providing reserve personnel in event that more than one center was needed in a disaster area

RESPONSIBILITIES:

Coordinator

1. Secure Temporary Emergency Child Care operation approval from the Department of Human Resources (or licensing agency) of the state
2. Enlists the teams
3. Provides training and orientation opportunities for the team members
4. Serves (or send a supervisor) as TECC representative on the initial disaster survey team
5. Secures space to establish the Emergency Child Care program
6. Contacts the teams in the time of need

Supervisor

1. Secures clearance from his/her supervisor to be available upon call in event of a disaster, and sends a letter of confirmation to the coordinator
2. Assists the coordinator in contacting the team members
3. Gives supervision to the team on location
4. Is available to give guidance and encouragement to parents on location
5. Becomes aware of resources available to families and makes referrals
6. Prepares a list of supplies and materials needed for this area of work

    a. Basic first-aid supplies
    b. Registration forms
    c. Daily attendance forms
    d. Other

7. Secures food and "paper" supplies from relief unit
8. Sets up central supply area (foods, paper, first aid) for teachers
9. Assigns teachers to rooms (teaching locations)
10. Checks on teachers regularly during hours of operation
11. Assists in any rooms needing help
12. Relieves teachers for breaks
13. Coordinates meal preparation
14. Leads in early morning Bible study (Spiritual Preparation for Disaster Relief is an excellent source)
15. Leads evaluation sessions each evening
16. Checks on team's adequate sleeping accommodations
17. Promotes the availability of free child care by team in the disaster city, publicizes hours of operation and location of the child care site
18. Keeps scrap book of disaster relief experience
19. Compliments team members on their work and keeps up the morale of the group
20. Coordinates daily snack, lunch, rest and recreation schedules
21. Keeps coordinator informed of the team's activities and assists the coordinator as requested
22. Assists with registration

23. Attends orientation meetings (when provided) upon invitation
24. Plans "time away" each evening for the entire team (dinner, movie)

Lead Teacher

1. Secures clearance from supervisor to be available on call to spend six days on location in the event of a disaster (A letter of confirmation should be sent to the coordinator)
2. Meets the immediate needs of the young children
3. Provides a variety of activities for prearranged age group, flexible enough to be used with multiple age-groupings
4. Provides a loving, accepting atmosphere where the child can feel secure and wanted
5. Assumes the responsibility of lead teacher including training volunteers on location
6. Maintains a clean classroom (including sweeping, moping, cleaning sink when necessary)
7. Assumes any other responsibilities assigned by the supervisor or coordinator on location
8. Participates in daily planning and evaluation sessions on location
9. Assists the coordinator by suggesting materials and supplies to be stocked
10. Prepares to teach from the "overflow" (children in disaster situations are not ready for structured programs of work)
11. Maintains a good sense of humor

12. Is sensitive to the needs of other team members (a kind word of encouragement or taking time to "listen")
13. Contributes to the team or "family" spirit of the entire team
14. Is alert to the needs of each child and his family
15. Sends a card to each child enrolled in his group after the end of a relief stint
16. Participates in orientation meetings when called (upon invitation)

Bilingual Special Assistant

1. Secures clearance from supervisor to be available on call to spend six days on location in event of a disaster
2. Is available to assist with children and families who do not speak English
3. Assumes the responsibility of registering and assigning the children to the correct group
4. Provides a loving, accepting atmosphere where the child feels secure and wanted
5. Assists with children in the classroom as needed
6. Maintains a good sense of humor
7. Participates in daily planning and evaluation sessions on location
8. Is sensitive to the needs and opportunities to assist other team members
9. Contributes to the team or "family" spirit of the entire team
10. Is alert to the needs of each child and his family
11. Participates in orientation meetings when called (upon

invitation)

TECC Representative on the initial disaster survey team

1. Goes with the initial disaster relief representatives to survey needs
2. Determines if there is a need for TECC
3. Locates a facility to accommodate the need of the center and sleeping quarters for the TECC team
4. Establishes who the person is on location that the team will relate directly to if the facility is shared with a church, business or school
5. Decides on a possible location and arranges to park the supply trailer
6. Establishes a good rapport with others in the facility and conveys to them the purpose of the TECC program
7. Contacts the coordinator and/or regional team supervisor as the case should warrant regarding need, facility, location and address, the contact persons and their phone numbers
8. Contacts local pastors (or ministers of education) for volunteer teacher's aids to work with lead teachers
9. Makes initial contacts with news media in order to convey information of the child care service for families in need of such (use news release in appendix)
10. Distributes information cards regarding the free child care service (these should go to each On-stop Center, the BGCT Disaster Relief Feeding Unit and to church leadership of all

denominations in the disaster area, as well as those where the TECC will be housed)

11. Arranges for telephone contact for the center, if possible
12. Secures a list of important local phone numbers (before the team arrives on location)
    - Police
    - Hospital
    - Ambulance
    - Poison control center
    - Disaster Relief Unit and contact person
    - Phone number (if any) at TECC location

Pre-assigned groupings for each team:

1. Infants (birth to approximately seventh months)
2. Creepers-Toddlers (approximately seven to twenty-four months)
3. Twos (ages between two and three years)
4. Threes (ages between four and five years)
5. Fours (ages between four and five years)
6. Fives (kindergarten year to first grade)
7. Sixes (first grade)
8. Sevens (second grade)

Responsibilities to TECC team members:

1. Provide orientation sessions
2. Make reimbursement for travel, lodging and meals
3. Provide team member identification

CHAPTER 4

A Diary of Wichita Falls for TECC

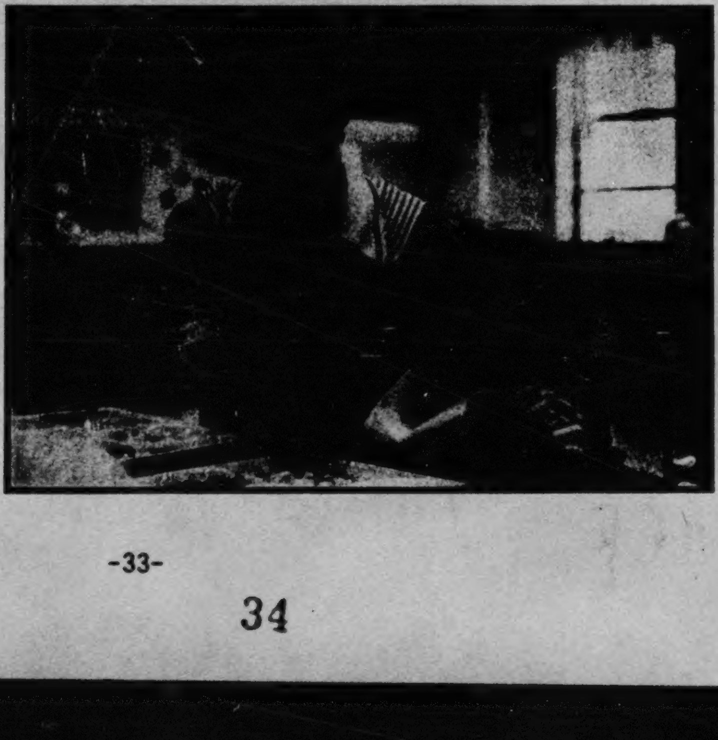
INTRODUCTION

"Deadly tornado strikes Wichita Falls -- forty nine dead, hundreds more hurt." "Wichita Falls resembles city ravaged by war." These were some of the headlines of April 11, 1979, following the destruction at 6:15 p.m. April 10, 1979.

The fear of the unknown following the Wichita Falls disaster was beyond description. The loss of family, friends and neighbors brought sorrow. The loss of material possessions, homes, businesses and automobiles made life seem almost hopeless to many.

On Wednesday, April 11, the citizens faced the awesome responsibility of finding temporary living quarters. Then the cleanup process began.

Disaster relief efforts had begun. Chris Shelby had become a real part of that effort. This chapter is a diary of her experiences that began Easter Sunday, April 15, 1979.



All the children need personal attention in the aftermath of disaster.

Chris Shelby's Diary

April 15, 1979

What have I gotten myself into? Karl Bozeman, at the suggestion of my supervisor, has asked me to go to Wichita Falls to assist in starting an emergency child care center. This is all I know. How many children can we expect? Nò one has any idea. This is a new concept. It could be one or one-hundred. What will their needs be? Am I really equipped to deal with a child who has suffered this type of trauma? Who else is going to help with the project? Will the group be compatible? With all of these questions running through my mind, I'm beginning to wonder why I said yes. The only positive thing at this point has been my family's support.

April 16, 1979

After a slow start, we arrived in Wichita Falls at 12:30 p.m. It was quite an experience, my first time to fly on a small private plane. I couldn't believe it was so smooth. The plane flew over the disaster area and all that could be seen was blocks and blocks of rubble. I could not believe the vastness of the area. It gave me a very eerie feeling. I almost felt as if I was viewing a war movie.

After landing, the first stop was at the Baptist Men's Disaster Relief Unit. I was impressed by their work.

One of the Relief Unit team members drove me to the church. I learned that he was from Abilene. He had arrived on Saturday and planned to spend three days in the area doing anything he could to help. On our way to the church we drove through the area of town hardest hit by the tornado. It was unbelievable. The thing that staggered my mind was that only forty-four people were killed. The destruction to houses, cars, schools and shopping centers was total and complete. It was truly a "pile of toothpicks" as it had been described on the ride from the airport.

The arrival at the church (quite some distance from the disaster area) was disappointing. I discovered that there were seven team members and only two children. Three of the team members were out publicizing the facility. My immediate reaction was that the church was much too far from the area of destruction. It would be very inconvenient for people to drive this far to leave their children. If what I had seen was any indication, many of them did not have cars left.

I discovered who the team members were. I also discovered that I did not know any of them. When the center closed at 5:00 p.m., the team decided to tour the disaster area. It had been dark when they arrived on Sunday and no one had gotten a good look. A couple of people took pictures. Oh for a camera! We then went back to the relief unit and visited with Texas Baptist's Disaster team director. He gave us some background information.

The Disaster Relief Unit received a call to go to Wichita Falls at 8:20 p.m. on Tuesday, April 10. They immediately set up a meeting place for team members, First Baptist Church, Carrollton parking lot at midnight. The group arrived in Wichita Falls at 3:30 a.m. but could not get into the city until daylight. They parked the unit and went back down the road for breakfast. At dawn, a bulldozer made a path for them to enter. When they were situated on the parking lot of what remained of a well-known shopping center, the piles of rubble were so high they could not see out. However, word traveled and soon they were feeding breakfast to hundreds.

The men who staffed the Unit were volunteers. Many of them left their jobs to volunteer for several days. Other volunteers were from Wichita Falls. The main task of the Unit was to provide food. I learned that in a disaster situation, the Baptist took care of food needs, the Seventh Day Adventists met the clothing needs and the Mennonites helped meet rebuilding needs.

After our visit to the disaster unit, I began to hear some of the experiences of those who had arrived Sunday night. It appeared there was a lack of communication and none was prepared for them to stay at the church. They were told that the Mennonite men were staying at the church and it would be impossible to have men and women in the same building. I wonder what they did the night after the disaster when the homeless came there for a place to sleep. At last, they were finally put in the ceramics room with the kiln.

The kiln was fired on Monday and I couldn't believe how hot it was that night. At bedtime, I made a couple of interesting discoveries. My mattress for the week was to be a discarded pew cushion, and the church had a chime system that played two verses of two hymns every hour on the hour all night long. To make matters worse, the speakers were pointed at the ceramics room window. It looked like it might be a sleepless night (or week.)

April-17,-1979

Sure enough it was a sleepless night! Upon arising almost everyone was beat. Two of us suffered the most since we are mothers and every little noise during the night awakened us.

After a breakfast of oranges provided by the Unit, we went downstairs to prepare our rooms. Two children arrived an hour early. At least there would be children today.

The first two children were Angie, age four, and Amy, age two. At the time of the storm they had been at their baby sitter's house. The sitter had taken the children to her storm cellar. Their mother worked at J.C. Penney's at Sikes Center where so many people were killed. After she managed to crawl from the ruins she could see the area where the sitter's home had once stood. The entire neighborhood was flattened. Guards would not let her into the area to look for her children until her husband arrived. When they were allowed in, they could not find Angie. She was discovered several hours later in the hospital but not seriously injured. She had several cuts on her face. Amy showed more signs of injury. Her back was badly bruised, her eye was black and there was a very bad wound on the back of her head. It was a joy to watch these two children. It was obvious they had never been in a preschool situation before. They wanted to try everything. Between the two of them, they painted eight pictures that first day. Both children were very jumpy and noises made them nervous. They would not relax and go to sleep at resttime.

Billy, age five, and Janice, three months, returned today. They were in a neighbor's storm cellar when their home was destroyed. Janice, though very young, was tense and nervous. It was difficult to get her to sleep. Any small noise would make her jump. Billy wanted to talk of his experiences. He would "call" Tommy on the phone every few minutes to tell him what had happened. He would roll the cars along the floor and comment that all of that flat space out there was where the tornado had knocked the houses down.

David, age two was next to arrive. He spent much of the morning crying. However, after he began to feel secure, he became one of our happiest children. One of the team members spent much of the morning playing quietly with him in another room until he felt secure enough to join the group.

John arrived just before lunch. It was difficult to get him to stop crying. When his mother returned to check on him, she could not believe he had fallen asleep. She left him for a while longer in order to continue her errands.

Steven, age three, and Karen, eighteen months, arrived just in time for lunch. I have never seen a child eat as well as Karen, considering her age. There was really a need for the hot lunches we served.

After lunch the children took a nap. It had begun to rain and the children were tense because of the cloudy sky. Many talked about a tornado coming. They were jumpy at any movement or sound. With every little noise Steven would sit straight up and ask, "What's that?"

One team member had to leave at noon today. He had pressing family matters so our team is now down to six. However, it looked as if we would survive fine with the number of children we had today.

At 3:00 p.m. Allison, age four, and Brenda, age two, came. When Billy's father came to pick him up, he was delighted to see Billy's painting. His comment was, "We've got to start saving this sort of thing all over again."

After dinner the team met for evaluation. Several suggestions were made of things that could help in a future time of ministry. A report was made to give to Karl Bozeman when he arrived.

April 18, 1979

Another night of no sleep! As one team member observed, some of her favorite hymns had just gone out the window.

We had a large group of children today. All of the children from the day before returned except John along with several new children.

Andy, age five, and Susan, age four, were among the first to arrive. Both had been in the hall under a mattress with their parents. The storm had completely demolished their home, but none was injured. Both children had very short blond hair. I noticed something that I would observe several times before the week was over. Their scalp looked as if someone had turned a pepper shaker upside down over it. Their mother told us that this was embedded fiber glass. No amount of washing will remove the fiber glass, it had to work its way out.

Brian, age four, and Ben, age one, were next to arrive. On entering the room Brian remarked: "There's Andy. Hi, Andy. Andy is my good friend. He used to live next door until the tornado blew our houses away."

Bonnie, age four, and Linda, age eighteen months, arrived. We made the observation that it was almost impossible to separate brothers and sisters because they became upset. Because of Linda's age, we decided to place her in the toddler room. Bonnie became very upset by the separation. I had to walk her to Linda's room so that she could see her sister, then all was well. Bonnie's clothes were much too large. I was afraid she might lose her skirt before the day was over. These children had to take whatever clothing was available and they did not always fit.

Another problem was that none had socks. Socks, underwear, and disposable diapers were at a premium. Each child could only be issued one pair of underwear and in many cases, no socks, because of an inadequate supply. These items were not available in stores because of a run on these items after the tornado. The Disaster Unit called one church that had offered to help and requested that they send Pampers. The church purchased fifteen-hundred dollars worth of Pampers and sent them.

At naptime everyone fell asleep except Angie. She was tense and could not relax. A team member decided to try rocking her. At first Angie clung to her with a very tight grip. As this worker rocked and talked to her, she began to feel reassured and relaxed. She did not go to sleep, but she did relax and cuddle down in the worker's lap.

Charlene, Paul, Ernie, June, and Janie were also new on Wednesday. All had been affected in some way by the storm. When Allison and Brenda's mother picked up the girls, she told us she had made arrangements for a permanent baby sitter so she would no longer need our center. She seemed appreciative of what we were doing.

Karl Bozeman arrived just after the center had closed for the day. After dinner we met and talked through some of the problems we had encountered. We gave reports on how things were going and made recommendations for the future. Karl told us how the need for emergency child care was recognized and how the team came into being. After the flooding in Graham last year, there were about one-hundred children in need for emergency child care and nowhere for them to go. This was where the concept originated.

Karl reported on progress in enlisting teams. We all agreed that it was probably better to have this "trial run" without a training session because we had no preconceived ideas and were more flexible. It was agreed that our experiences could be used to help train others.

We all turned in wondering what Karl's reaction would be to the chimes. We had chosen to keep this a secret. At the first strains of "At the cross", everyone shouted, "Name that tune!" Everyone had a good laugh. One thing I will say about this group is that as well as being hard workers we know how to have fun. That seems to be very important in order to keep things in proper perspective and not become depressed by the situation.

April 19, 1979

Everyone was so tired at this point. It was really beginning to show. At least we had breakfast today. Someone finally discovered after three days that we were still here and offered to let us cook our breakfast in the church kitchen--sausage, eggs, pancakes, orange juice and coffee. Was it good! Ken is a great cook. He did all of the cooking for the center.

This was really a big day. Ken and I started with the older children as usual. Ellen and Selma were with the younger children and Peggy was to "float." Jerry would greet parents, enroll children, and do anything that was necessary. Soon there were so many children that everyone was busy. When it was time for Ken to cook lunch, there was none to replace him. I found myself alone with fourteen children ages two to five. Just as I thought I would not survive a minute longer, a member of First Baptist Church arrived on the scene to help with lunch and naps. What a welcome sight! It was not so much a problem that there were fourteen children as

There were fourteen children who had suffered severe trauma. Each one needed individual attention. There was such a need to provide happy, calm, reassuring experiences for them.

Robert, age eighteen months, was one of the new children today. His family moved to Wichita Falls on March 31. They had invested everything in a flower shop. They had been in business only seven days when the tornado struck and totally destroyed the business, and their home.

Joe, age two, was also new today. He was extremely tense and upset. Jerry spent almost the entire morning trying to comfort him. Every time I looked out the door, he was walking with Joe on the hall.

Cindy, Wendy, twins age two, and George, their one-month-old brother were also new today. Their father saw the storm approaching their house. He decided to try to outrun the storm in the car, but did not make it. He and his wife grabbed the three children and almost immediately ran into an impossible traffic jam. He drove across the curb and headed across a parking lot. Three times the car was picked up and airborne. The father said, "Lord, I am not ready to go yet. Please put the car down." Each time the car was set back down on the ground They escaped without a scratch. Their home was completely destroyed. He related to us that if it had been his time, he would have been ready to go, but all he could think of was the three children who had their entire life ahead of them.

We had more children today than any previous day. I felt tired and guilty at times because I was not as patient as I should have been. This had not been one of our better days. After the center closed, we got on the elevator to go upstairs to our living quarters. About half-way between floors, the elevator decided to go into a shaking act. We just knew we were stuck! Finally, it got into gear again and we made it to the next floor. We were afraid that we might never be missed. But then, there was the optimistic thought that maybe they would have wanted to use the elevator Sunday and would have found us.

We baked a cake for Tommy tonight. Tommy is the custodian who would let us back into the building after dinner each evening. It was a real trick to get back in since the church was locked at 6:00 most evenings. We really felt Tommy was a good friend. He loved to sit and tell us of his experiences.

April 20, 1979

It seemed the nights get shorter and the chimes get louder. Everyone was so exhausted. As it turned out, however, we had gotten a second wind. Today seemed to go much better than yesterday.

We had a large number of children today. A lady from First Baptist Church came to help. We could not have made the day without her!

We decided to try separating Angie and Amy (sisters) today since they know us now. It was necessary to reassure both girls by walking them to each other's room and seeing one another.

For the first time since Monday, we were able to go to the playground. The children loved being outside. However, it became cloudy and began to rain again. Billy became very apprehensive. When we went inside, he kept going to the window and saying, "See, the tornado is coming." It was necessary to give him a lot of reassurance.

When David's father came for him, he made the whole week, chimes and all, worthwhile. The day before he had been noticeably drinking when he picked up David. This was not the case today. He told Ken how much he appreciated what we had done. "It's so hard to find people who really care any more. I know you do," was his comment. I feel like we definitely touched the life of that father as well as his son.

After dinner we decided to treat ourselves to a movie since it was our last night to be together. Despite the fact we went to see a serious movie, we all sat and laughted, we were so tired. Everyone kept asking, "Do you understand the plot?" Finally, Peggy observed that our problem was that the plot was not on a preschool level.

We returned to the church and made a great discovery. The showers had been locked. No more showers until we got home.

April 21, 1979

The last day had arrived! Things started rather slowly so we decided to let Selma go home early since she had the longest drive and was alone. We sent Jerry to Buy t-shirts for us that said, "I survived April 10, 1979." We just wished they could have said, "I survived the week after April 10, 1979."

The group was smaller today. All of the parents were grateful and thanked us profusely when they came to pick up their children. Billy and Janie's parents wanted to send us a recording of their church choir when the record was finished. The recording was made outside our "bedroom" door Thursday night. We felt we were a part of the effort.

This experience made me realize anew the importance of play therapy with children. I have watched time and again this week as they have played out their experiences in different ways. Many of the children have told us over and over again of their experience. One afternoon Billy was rolling cars across the floor. He commented, "see teacher, it's flat out there. That's because the tornado blew down all the houses." Time and again Billy called Tommy this week on the "phone" and talked about the storm. Andy painted at the easel one day. His painting was confusion. "Teacher, that's a picture of a tornado," he said. Often the group building with blocks would knock them over and comment that a tornado had blown them over. It was also interesting to observe that although we had several five-year-old children in the room, we never saw a picture. All artwork, whether pain or crayons, was a confusion of lines and color. I was encouraged, however, by the children's willingness to talk which will ultimately be to their advantage.

Leaving is hard in many ways. We ministered to thirty-eight children and their families. I hope that in some way we have helped them through this difficult time. The children had emotional needs as well as physical. The next few weeks will be important. By giving the parents some help as they tried to pick up the pieces, they will be strengthened and able to continue to help these children reestablish some security.

I hope the churches follow through. We provided them with the names of all families who enrolled children in the center. What a tremendous opportunity for ministry for them!

It is hard to say goodbye to the team members. What a group of dedicated people! The team could not have been more compatible. Some of the events that occurred as Karl was trying to enlist people seems to indicate beyond question that God had a definite hand in the choice of those who went. It is sad to realize that this team will never work together again since Karl had to use people from all over Texas. But, there is always the training session. I know we all felt a special closeness. I was especially impressed with Jerry and Ken's spirit. They were willing to be involved with the children. This was important to the children and to the morale of the team. Not all men and supervisors have this attitude.

This week has made me thankful for what I have. It was especially meaningful to me since my family had experienced a tornado but with far less damaging results. We were fortunate! I am thankful that God provided me with this opportunity of service.

APPENDIX FOR PART I

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CHECK LIST (see detailed information on Chapter 2)

Steps in Developing a TECC Program

1. Determine the need.
2. Secure the support of the sponsoring organization.
3. Secure clearance and cooperation from the state licensing agency.
4. Determine the number of teams needed.
5. Enlist the team supervisors.
6. With the help of supervisors, compile a list of potential lead teachers and bilingual special assistants.
7. Enlist lead teachers and special assistants.
    - Make official contact by telephone if you know the person, Otherwise set-up personal interview time
    - Send official letter of invitation
    - Provide each team member enlisted with orientation information form.
    - Request and get confirmation in writing.
8. Send a letter of acknowledgment and secure team member information. Have each team member complete "Team Member Information" Form
9. Place a copy of each TMI sheet in a looseleaf binder for each team supervisor.
10. Request a list of supplies and materials from each lead teacher for his/her preassigned age group (not to exceed a set dollar amount).
11. Schedule an Orientation Training Retreat for the entire team (see suggestion in appendix).
    - Compile materials and supply lists for each age group.
12. Prepare a trailer for suitable storage of necessary supplies and materials (see TECC Supply Unit section for size and design recommendations.

13. Prepare FREE TECC cards for publicity (see appendix).
14. Prepare news release and pictures for news media (see appendix).
15. Prepare FREE TECC signs for directions inside the building.
    - Prepare metal FREE TECC signs to place outside the building on lawn.
16. Prepare a supply of registration cards (see appendix).
    - Prepare a supply of daily attendance record sheets (see appendix).
17. Be aware that one of your TECC teams will likely be called into service before you are "ready" (it will be a good learning experience to build on for future plans).

June 29, 1979

Mrs. June West
2820 Boudreaux
Palestine, Texas 75801

Dear June:

This is an invitation to become a volunteer member of the Temporary Emergency Child Care Section of the Texas Baptist Disaster Relief Program. The Disaster Relief Unit is sponsored by the Baptist General Convention of Texas. Four teams are being established in Texas for temporary emergency child care. You will be a part of an absolutely new concept in rendering aid to families in disaster crisis situations.

Enclosed is an information orientation sheet. Please read it carefully. I am asking you to serve as a lead teacher for creepers and toddlers on the West Texas Team.

Please secure clearance from your church and send a letter of confirmation within the next two weeks or sooner if at all possible.

May God bless you and your decision.

Sincerely,

KARL BOZEMAN

enclosures

July 19, 1979

Mrs. June West
2920 Boudreau
Palestine, Texas 75801

Dear June:

I am pleased that you have decided to join the Temporary Emergency Child Care Section of the Texas Baptist Disaster Relief Program. Please complete the enclosed member information form and return immediately.

Assume that only the very basics will be available in the space provided. The space could be in a church, gymnasium, or a vacant building.

Please prepare a list of materials and supplies for your preassigned age group. It could include toys, puzzles, games, paper, crayons, paints, etc. Project the needs for twenty children for ten days. Please think of cost in terms of approximately $100.00 as you prepare your list.

I shall look forward to hearing from you soon regarding this matter. Please continue to pray for this project.

Sincerely,

KARL BOZEMAN

enclosure

TEMPORARY EMERGENCY CHILD CARE

Team Member Information

Team ______________________ Assignment ______________________

Name ______________________ Birthday/Yr. ________ Month ________ Day ________

Home Address ______________________ City ______________________ Zip ________

Home Phone ______________________ Office Phone ______________________

Church ______________________ Church Position ______________________

Church Address ____

Church Phone ____

Pastor's Name ____

Pastor's Home Phone ____

Next of Kin (Husband, Wife, Parent, etc.) ______________________

Home Phone ______________________ Business Phone ______________________

Person(s) most likely to know how to reach you if you cannot be reached through your home and office phones (in event of Disaster).

Name ______________________ Phone ______________________

Name ______________________ Phone ______________________

Family Information:

Name of Spouse ______________________ Age ________

Names & Ages of Children: ______________________ Age ________

Name: ______________________ Age ________
Name: ______________________ Age ________
Name: ______________________ Age ________

Education Information:

High School ____
College ______________________ Degree ________
Additional ______________________ Degree ________

Personal Information:

1. Do you have any physical limitations? ______________________
2. Is there anything else you want to share with the co-ordinator and your supervisor? ______________________
3. Special talents (or profession). -- Such as Nurse, School Teacher, etc.

____

TEMPORARY EMERGENCY CHILD CARE

Alternate Team Member Information

Team ____________________ Assignment ____________________

Name ____________________ Birthday/Yr. ________ Month ________ Day ______

Home Address ____________________ City ____________________ Zip ______

Home Phone ____________________ Office Phone ____________________

Church ____________________ Church Phone ____________________

Church ____________________ Church Position ____________________

Church Address ____

Church Phone ____

Pastor's Name ____

Pastor's Home Phone ____

Next of Kin (Husband, Wife, Parent, etc.) ____________________

Home Phone ____________________ Business Phone ____________________

Person(s) most likely to know how to reach you if you cannot be reached through your home and office phones (in event of Disaster).

Name ____________________ Phone ____________________

Name ____________________ Phone ____________________

Family Information:

Name of Spouse ____________________ Age ________

Names & Ages of Children: ____________________ Age ________

Name: ____________________ Age ________
Name: ____________________ Age ________
Name: ____________________ Age ________

Education Information:

High School ____
College ____________________ Degree ________
Additional ____________________ Degree ________

Personal Information:

1. Do you have any physical limitations? ____________________

2. Is there anything else you want to share with the co-ordinator and your supervisor? ____________________

3. Special talents (or profession). -- Such as Nurse, School Teacher, etc.

____

September 10, 1979

Mrs. June West
2820 Boudreau
Palestine, Texas 75801

Dear June:

Thank you for the commitment you have already made to the Temporary Emergency Child care program. You will be pleased to know that October 4-5 have been set aside for an orientation--training meeting for all four TECC teams.

Your travel expenses will be paid to Camp Copass near Denton. These are motel-type accommodations, two to the room, linens furnished. Let me suggest that you make your flight arrangements and let me know immediately. This information from those who fly will help me arrange for your ground travel from the Dallas area.

Please do not plan any other activities from lunch on Thursday, the 4th, through lunch on Friday, the 5th. This is a strategic meeting. Please make every effort to be present. Let me urge you to continue to pray for this program as we attempt to serve young children and their families.

Sincerely,

KARL BOZEMAN

enclosure

(Sample only)

BULLETIN - TECC ORIENTATION-TRAINING

Temporary Emergency Child Care Teams

1. You will be reimbursed for your travel expenses to Camp Copass. (Please have all information and your Social Security number available.)

2. Let me know immediately about your arrival and departure if you are flying (please fly Southwest Airlines, if possible).

3. I will arrange ground travel from Dallas airports to the camp for those who fly.

4. If you have not responded to earlier letters from me, please do so this week. (Example: list of supplies and materials and team-member information sheet.)

5. Room assignments are attached.

6. To go to Camp Copass Encampment:

   Go -- 35E South of Denton

   Take -- Loop 288 North

   Take -- FM 426 East to Encampment

7. Phone Camp Manager - (817) 382-9984

TECC ORIENTATION - TRAINING

October 4-5, 1979

Agenda

OCTOBER 4

12:00	Noon - Lunch
1:00	You're on "Candid Camera" (get acquainted)
2:00	Volunteer Organizations Active in Disaster (VOAID) Presentation
3:30	Break
4:00	VOAID Presentation (Continued)
5:30	Evening meal
6:30	Sharing from Wichita Falls TECC Team
7:00	Slide presentation (Wichita Falls Disaster)
7:30	Reflections from the group
8:00	Sharing from Alvin TECC Team
8:30	Break
8:45	Reflections from the group
9:15	Counterpart supply planning

OCTOBER 5

8:00	Breakfast
8:30	Basic Red Cross First-Aid Training - Metro Fire Department Representative
11:30	Determining space for supply storage
12:00	Lunch
1:00	Wrap-up
1:45	Adjourn

TECC ORIENTATION TRAINING

Summary

Twenty-five of the thirty-five team members now enlisted were present. The spirit and cohesiveness of the entire group was good.

The first hour was a time to get acquainted, to really get to know each other.

Information was shared related to Volunteer Organizations Active in Disaster (VOAID) which gave the team members a good overview of Disaster Relief work.

The Wichita Falls and Alvin TECC Teams shared their experiences with the entire group. All team members had an opportunity to ask these team members questions about their experiences. This proved to be very beneficial for all to learn from those experiences.

A mini-course in Red Cross First-Aid Training was a good idea. However, the recommendation is to inquire into metropolitan fire departments for someone qualified for this training. Not only will they be qualified to teach the course, but will have had experience in some of the techniques needed.

The counterpart team members pooled their ideas regarding supply needs for their preassigned age groups. They then determined an estimated amount of space needed to store the supplies requested. Duplicate items from all supply lists were compiled to simplify purchasing. It was a difficult and time consuming process, but a great benefit to the coordinator in purchasing.

Response was FANTASTIC!!!

This is a necessary training session and should be repeated every two years. On alternate years, those who could not attend and the new members should have a similar session with all four supervisors and coordinator.

BROTHERHOOD COMMISSION ▫ Southern Baptist Convention
1548 POPLAR AVENUE ▫ MEMPHIS, TENNESSEE 38104
Area Code 901 ▫ 272 2461
JAMES H. SMITH
EXECUTIVE DIRECTOR

News

Helping Churches Involve Men and Boys in Missions

Free child care facilities will be provided by the Baptist General Convention of Texas disaster relief services at ______________________ for children--infants thru second grade.

The child care program, which has been approved by the Department of Human Resources, Austin, will be available for disaster victims six days a week, Monday - Saturday, 7:30 a.m. - 5:30 p.m.

Karl Bozeman, pre-school and children's consultant of the Texas Baptist Sunday School Division and coordinator of the child care facility, said that most of the volunteers for this service are directors of child care centers in Texas Baptist churches.

The child care team has a supervisor, eight lead teachers, and a bilingual special assistant. The supervisor for the child care facility is

__________________________________.

Texas Baptist began the child care program to aid disaster victims who need someone to care for their children while they apply for aid or clean up their homes, said Bozeman.

The program has operated in disasters such as the Wichita Falls tornado and the Alvin, Texas flood of 1979.

FREE Temporary Emergency Child Care
Guardería GRATIS Temporalmente Durante una Emergencia

Location
Local ______________________________

____

Ages: Infants thru grade 2
Edades: Infancia al grado 2

Time: 7:30 a.m.-5:30 p.m. —6-Days-a-Week: Mon. thru Sat.
Horario: 7:30 a.m.-5:30 p.m. —6-Días-a-la-Semana: lunes a sábado

Staffed by: Volunteer Church Child Care and Child Development Professionals
Personal: Profesionales Voluntarios de Iglesias del Desarrollo y Cuidado de Niños

Sponsored by: The Baptist General Convention of Texas
Patrocinado por: La Convención General Bautista de Tejas

Karl Bozeman, Coordinator (Coordinador)
406 Baptist Building
Dallas, TX 75201
214/741-1991

Approved by: Department of Human Resources, Austin
Aprobado por: Departamento de Recursos Humanos, Austin

Supervisor ______________________________

Temporary Emergency Child Care
Guardería Durante Emergencia Temporal

Name of Child
Nombre del Niño

Birthdate
Fecha de Nacimiento

Name of Parents
Nombre de Padres

Address
Domicilio

Home Phone
Teléfono

Mother
Madre

Business Phone
Teléfono del Empleo

Father
Padre

Business Phone
Teléfono del Empleo

Where parent can be located if needed.
¿Dónde se puede localizar a los padres si se necesitan?

Address
Dirección

Person to contact if parent not reachable
Persona a quién avisar si los padres no se pueden localizar

Name of child's physician
Nombre del doctor de su niño

Address
Dirección

phone
teléfono

In event of an emergency and parent cannot be reached, by phone at the above numbers, consider this permission to treat my child.

En caso de una emergencia y que no se pueda localizar a los padres por teléfono a los numeros ya mencionados, considere este permiso para tratar a mi niño.

Parent's signature
Firma del padre

Temporary Emergency Child Care
Guardería Durante Emergencia Temporal

This portion must be presented when you come for your child.
Presente esta porción cuando venga por su niño.

Team Supervisor's signature
Firma del Supervisor del Grupo

Phone number of center
Teléfono de la Guardería

Sponsored by: The Baptist General Convention of Texas
Patrocinado por: La Convención General Bautista de Tejas

Karl Bozeman, Coordinator (Coordinador)
406 Baptist Building
Dallas, TX 75201
214/741-1991

Child's name
Nombre del Nino

(over, please)
(voltée, por favor)

Parents, please complete:
Padres, por favor complete:

Things you need to know about my child:
Lo que deben saber acerca de mi niño: ____________________

____

Child's Special Needs:
Necesidades especiales del niño: ____________________

____

Allergies:
Alergias: ____________________

____

Feeding instructions for infants:
Instrucciones de alimentación para el niño: ____________________

____

Any other information you think we should know about your child:
Cualquier otra información que piensa usted que debemos de saber acerca de su niño:

____

____

TEMPORARY EMERGENCY CHILD CARE
GUARDERIA DURANTE EMERGENCIA TEMPORAL
ATTENDANCE RECORD
REGISTRO DE ASISTENCIA

(Día)__________ Month (Mes)__________ Year (Año)__________ Place (Lugar)______________

(Nombre)	Special needs for today regarding feeding, sleeping or other care (Necesidades especiales para hoy tocante a alimentos, para dormir o otros cuidados)

RECIPE FOR PAINT

5 cups hot tap water

2 cups flour

Combine and cook about 15 minutes, stirring constantly.

Take off heat and add:

1/2 cup soap flakes (Ivory or Dreft)

1/2 cup salt

Make 4 pints. Add 4 tablespoons of dry tempera to each pint while hot.

This is a good consistency for finger paint.

Add liquid starch for consistency desired for other painting experiences.

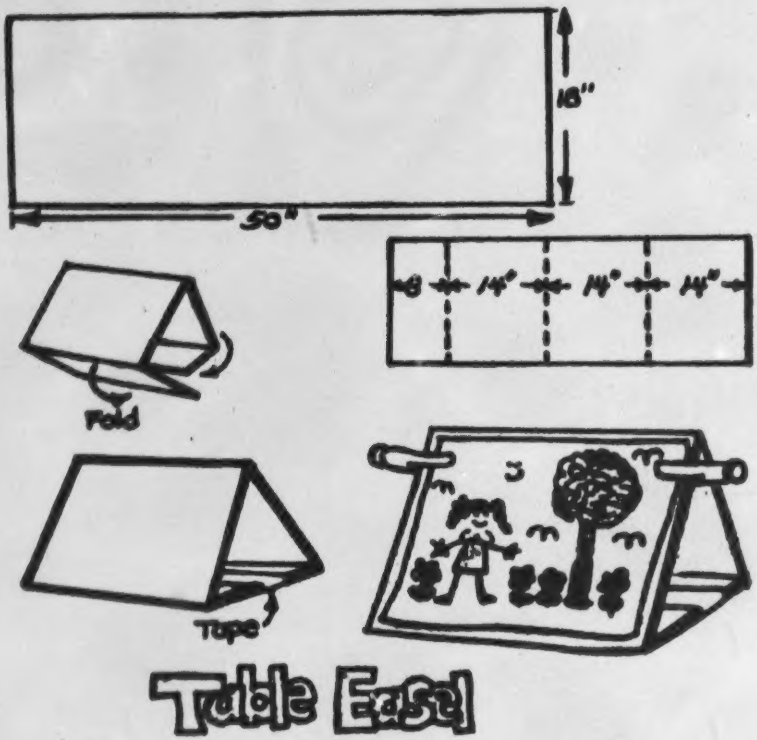
.Doubet (Used by permission)

NOTE: After adding liquid starch, do not combine with thick base paint.

Make a table easel so the child can paint on cold, rainy, or snowy days.

With a utility knife cut a piece of heavy corrugated cardboard 18 inches wide by 50 inches long. Measure from one end at 8 inches, 14 inches, and 14 inches. Score the cardboard across the width of these markings with a spoon handle or other blunt object. Fold cardboard with scored lines inside. Lap the two end pieces over each other to form the base of a triangle shape. Tape the base together with masking tape. Use clothespins to attach newsprint to the easel.

Purchase long-handled brushes, newsprint, and tempera paint from the Baptist Book Store or a school supply store. Mix tempera in wide-mouth jars and place the jars in a drink carton to prevent spilling.



From Growing, October--December 1978.

Used by permission.

The TECC supply unit is equipped with teaching materials.

PART 11

A design for the Temporary Emergency Child Care Supply Unit

Part II, a design for the supply unit is a companion to Part I, the temporary emergency child care program. It contains information for equipping and storing materials in the TECC supply trailer. These ideas are a direct result of the experiences of preparing the first TECC supply trailer. You are receiving the benefit of tried and proven ideas condensed from months of work.

This unit should result in a more efficient preparation time for you and a better program for the younger children that you have need to minister to in times of disaster. Be ready to begin the operation of a center within an hour after the unit arrives on location.

It has been suggested that this supply unit, equipped with teaching materials for infants through grades two be used in other existing programs. Churches, associations, conventions or denominations that conduct many Mission Vacation Bible Schools each year could make good use of the supply unit.

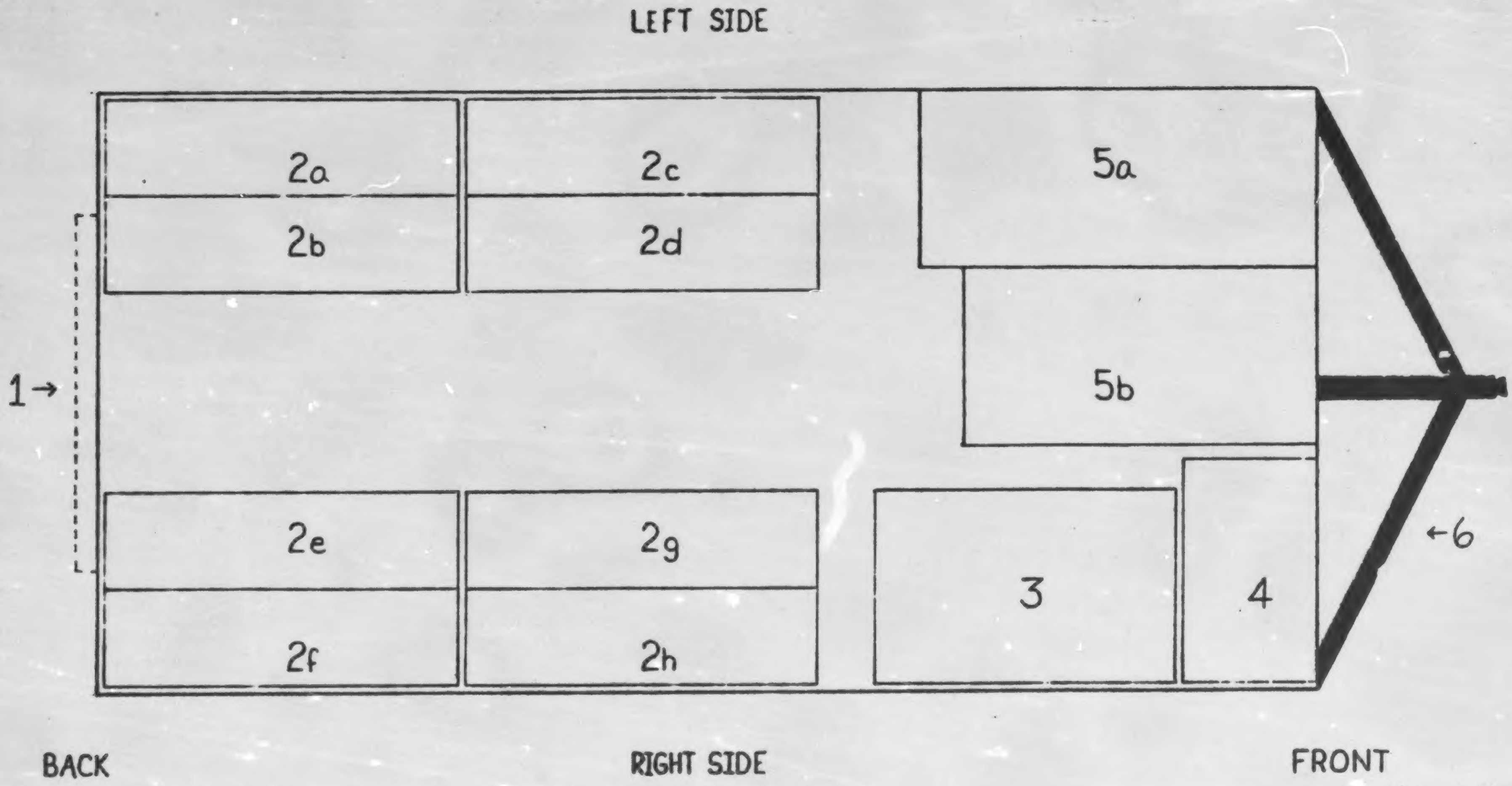
May God bless you in your effort and ministry to young children.

Drawing 1 is a design for the use of the floor space in a 14 inch utility trailer (UT-14) built by Wells Cargo Manufacturing Company of Waco, Texas.

The first steps after you receive the trailer are:

1. Place a 1 inch x 4 inch yellow pine bumper strip the entire length of the trailer about 18 inches from the floor.
2. This should be covered with carpet to prevent damage in transit to the modules and other equipment.
3. The wood floor should be covered with a sealer to prevent buckling and prepare for covering with linoleum.
4. Cover with a quality type of linoleum, using a waterproof adhesive to give maximum protection. (Solid vinyl tile has not proven to be satisfactory.)
5. Prepare five anchoring devices with components as follows: Use 5/16 inch poly-rope or comparable nylon rope to secure modules, diaper-changing unit and other equipment for transit. The following plan has proven to be a time-saver.
    a. Fifty-five feet 5/16 inch. poly rope
    b. Eight 5/16 inch heavy duty screw-type eye bolts fastened into the bumper strip (see number 1 above) at appropriate places to secure the equipment
    c. Five 5/16 inch by 6 inch aluminum turnbuckles with 5/16 inch cold-shut chain connector in one end
    d. Five 5/16 inch heavy-duty swivel snaps for quick connections
    e. Twenty 5/16 inch rope clamps
    f. See Drawing 20.

FLOOR SPACE


LEFT SIDE
2a
2b
2c
2d
5a
5b
1→
2e
2f
2g
2h
3
4
←6
BACK
RIGHT SIDE
FRONT

Drawing 1

TEMPORARY EMERGENCY CHILD CARE SUPPLY UNIT

6'9" X 13'10" X 6'

Floor Space: 6'9" X 13'10"

1. Door
2. Modular storage
    - a. Infants
    - b. Creepers - toddlers
    - c. Twos
    - d. Threes
    - e. Fours
    - f. Fives
    - g. First grade
    - h Second grade
3. Diaper-changing unit
4. Generator
5. Rest mats
    - a. Long
    - b. Short
6. Trailer hitch

A module of teaching materials for each age group.

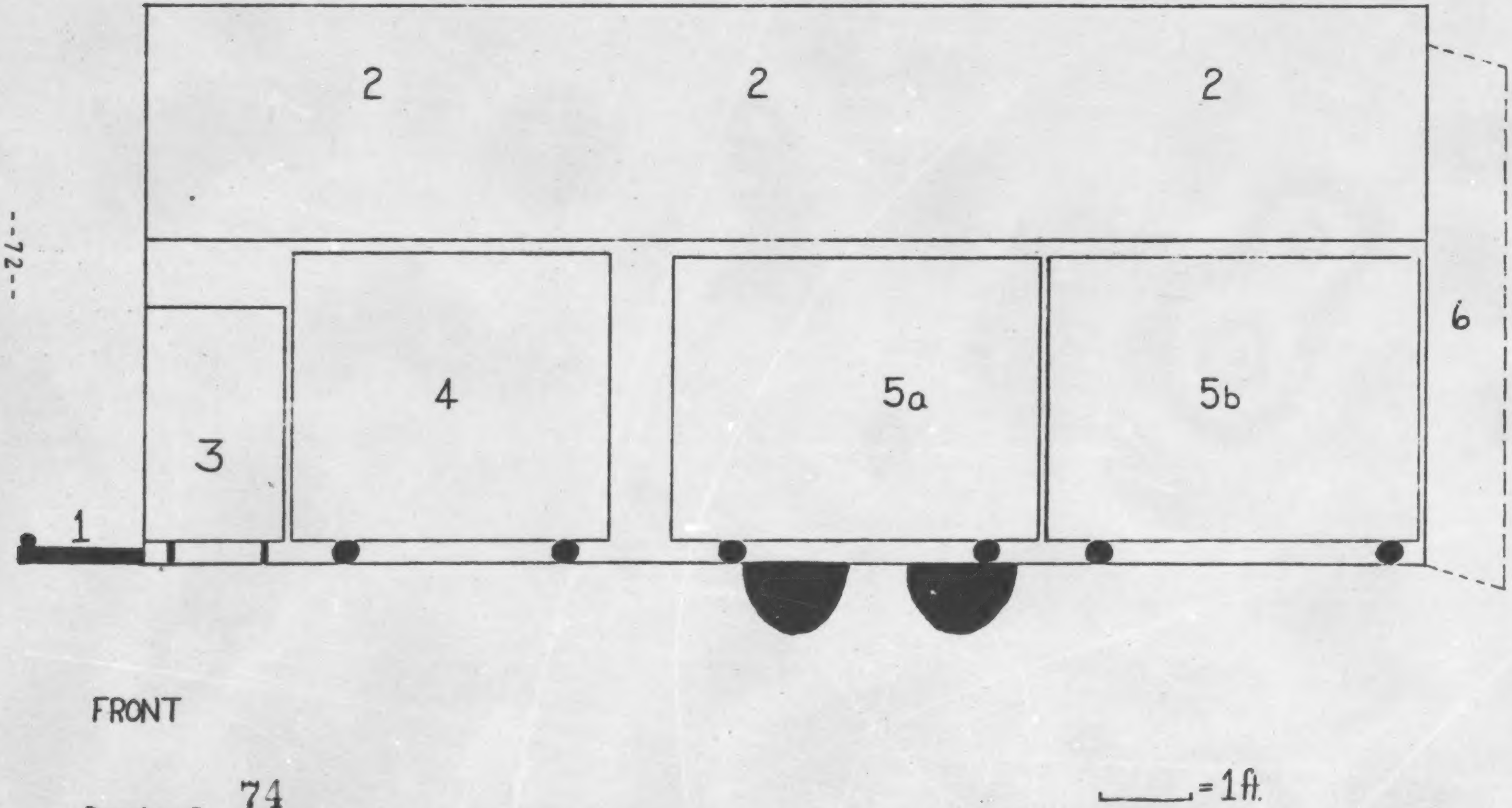
Drawing 2 provides a cutaway view of the right-side interior.

Note the equipment on casters that can be moved directly to the classrooms for use.

Right-Side Interior: 13' 10" X 6'

1. Trailer hitch
2. Overhead cabinet storage
3. Generator
4. Diaper-changing unit
5. Modular storage
    - a. Fours and fives
    - b. First and second grades
6. Door

RIGHT-SIDE INTERIOR


2
2
2
6
3
4
5a
5b
1
FRONT
= 1ft.

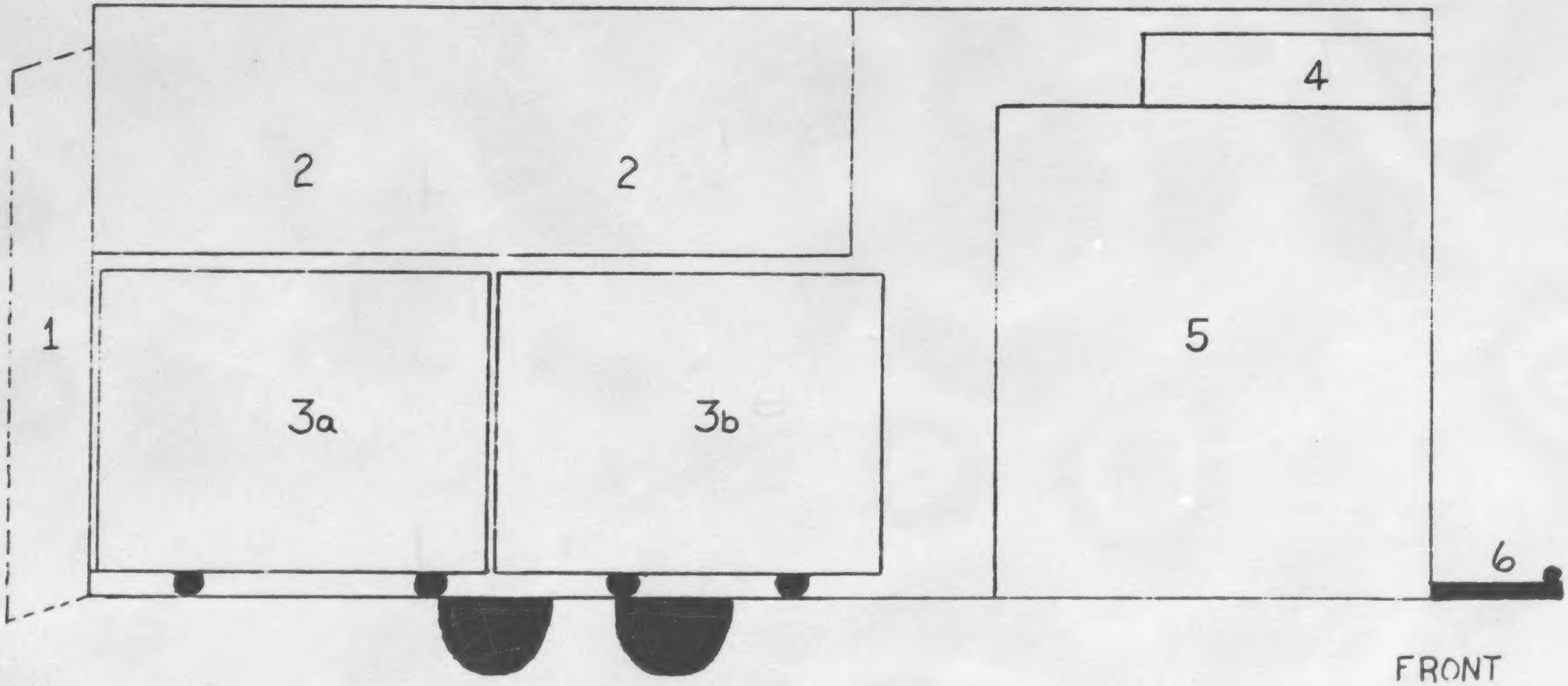
Drawing 2

Drawing 3 is a cutaway of the left side interior of the supply trailer. You will note that the overhead cabinets on this side are shorter than the other side. This is necessary in order to have adequate rest mat storage (see no 5, dwg. 3).

Left Side Interior: 13' 10" X 6'

1. Door
2. Overhead cabinet storage
3. Modular Storage
    a. Infant, creeper and toddler
    b. Twos and threes
4. Two adult folding rockers (boxed)
5. Rest mats
6. Trailer hitch

LEFT-SIDE INTERIOR


2
2
1
3a
3b
4
5
6
FRONT
=1ft

77

78

Drawing 3

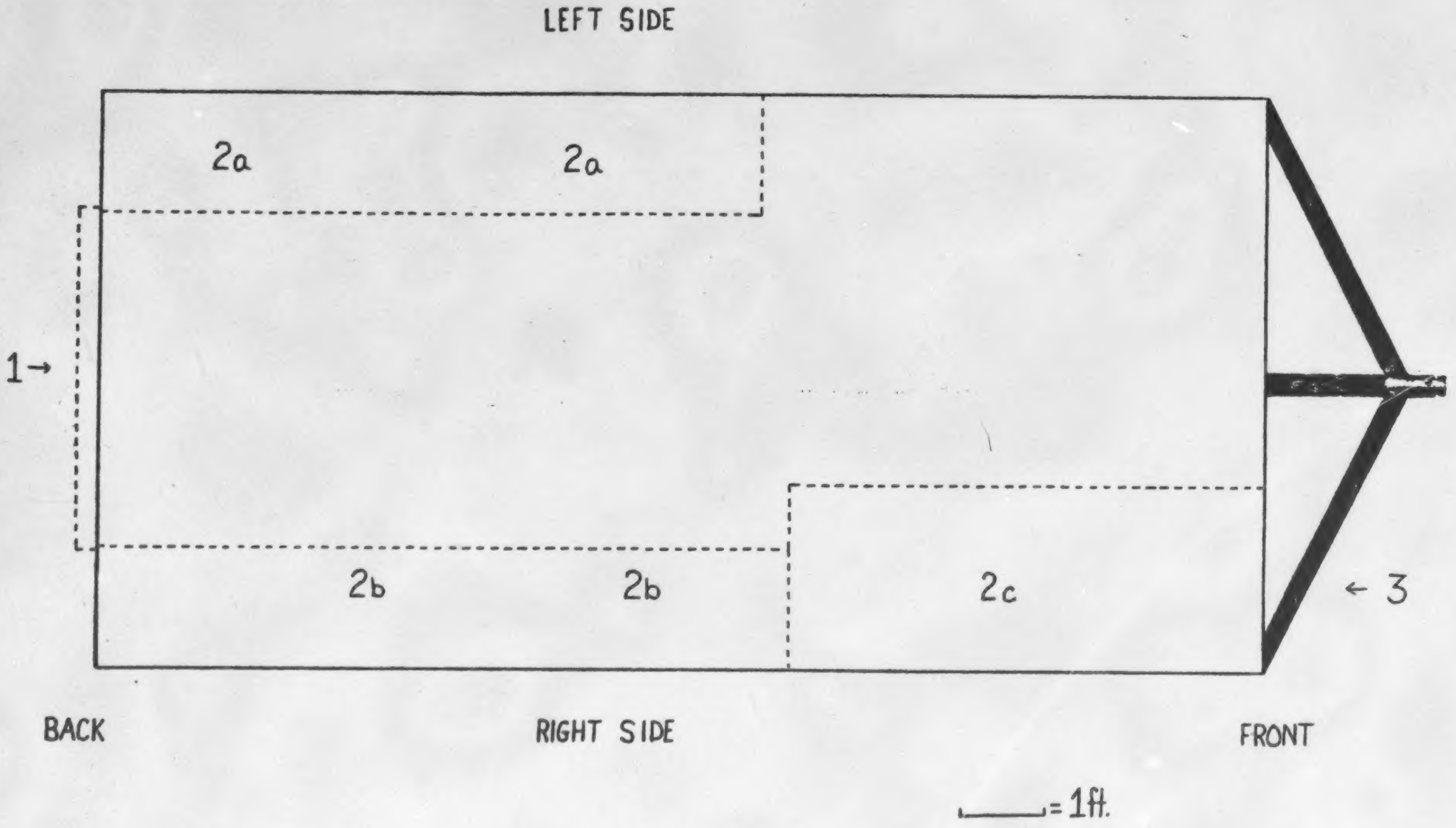
Drawing 4 is a view of the overhead space arrangement. You will note that 2c is deeper than 2b. This is necessary because of the size of sleeping bags for the faculty and the need for adequate storage of them.

The 2b. section is an ideal place for the picture storage unit (Drawing 13).

Overhead Space

1. Door
2. Overhead cabinet storage
   a. 93 3/4 inch X 30½ inch X 17¼
   b. 97½ inch X 30½ inch X 17¼ inch
   c. 68½ X 30¼ inch X 25½ inch
3. Trailer hitch
4. Overhead storage frame is constructed from 3/4 inch plywood. Two 24 inch X 28 3/4 inch sliding doors are needed for each of the four sections ia 2a and 2b. The doors are constructed from ¼ inch plywood.

OVERHEAD SPACE


LEFT SIDE
2a
2a
1→
2b
2b
2c
← 3
BACK
RIGHT SIDE
FRONT
= 1ft.

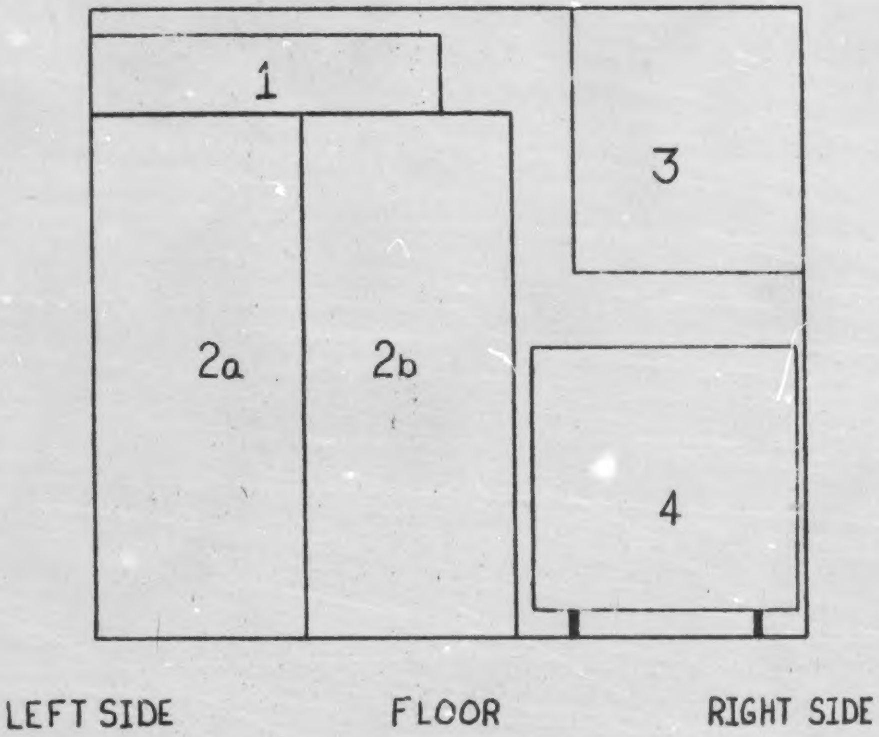
Drawing 4

Drawing 5 gives a clearer view of the rest mat storage. Note 2a and 2b. It also shows how little "vacant" space there is in the front end of the trailer. You will also note that the electrical generator is on wheels and can be removed easily when needed.

Front-End Interior: 6' 9" X 6'

1. Two adult rockers (boxed 18½ X 40" X 9")
2. Rest mats
   a. Long
   b. Short
3. Overhead cabinet storage
4. Generator

FRONT-END INTERIOR


1
3
2a
2b
4
LEFT SIDE
FLOOR
RIGHT SIDE

Drawing 5

Drawing 6 is a view of one section of the right side overhead storage. The inset view at the bottom details the end and center panels with library type shelf brackets.

The two sets of sliding doors span long sections and needs center supports. The supports may be placed off-center enough for the doors to be removed if necessary.

Right-Side Overhead Storage: la

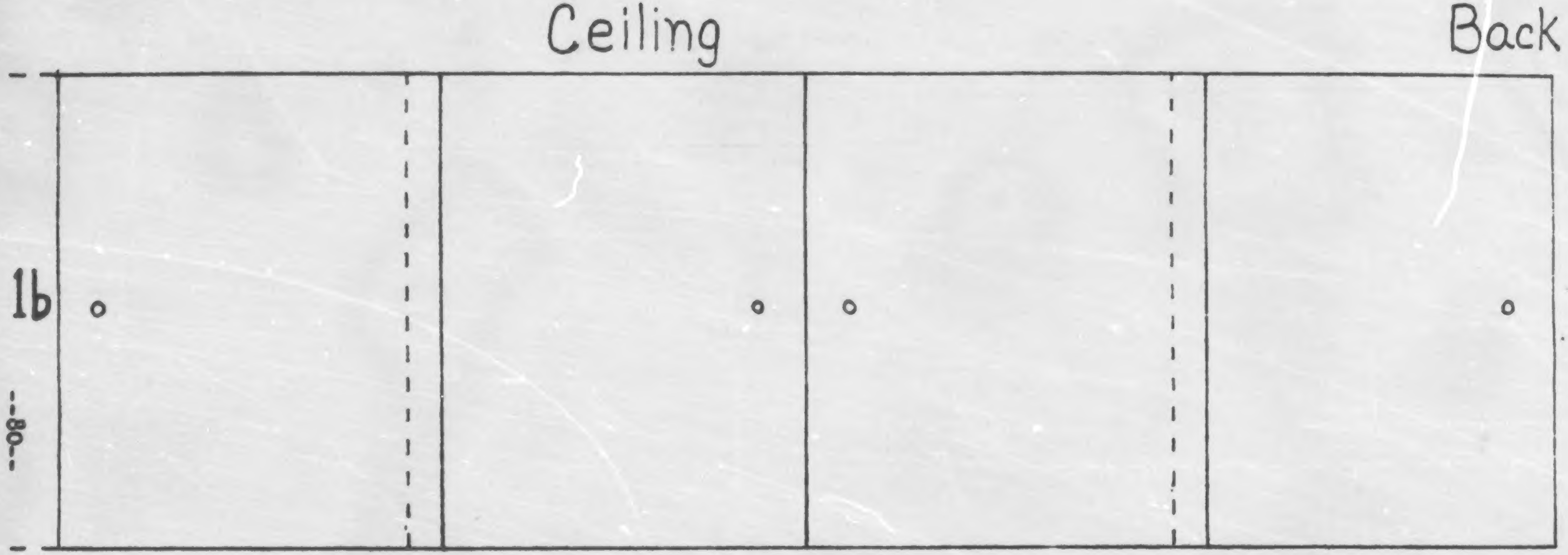
Specifications for drawing number 6

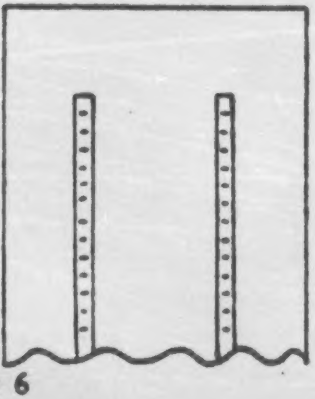
1. 97½ in X 30½ in X 17 3/8 in. (40½ in. off the floor)
2. Inside View: end and center panels with library shelf brackets
3. One set of sliding doors across each of the two setions

Not pictured:

- Six 46 3/4 in X 16 in X 3/4 in plywood shelves

RIGHT - SIDE OVERHEAD STORAGE: 1a


Ceiling
Back
1b
80



Inside View

= 1ft.

Drawing 6

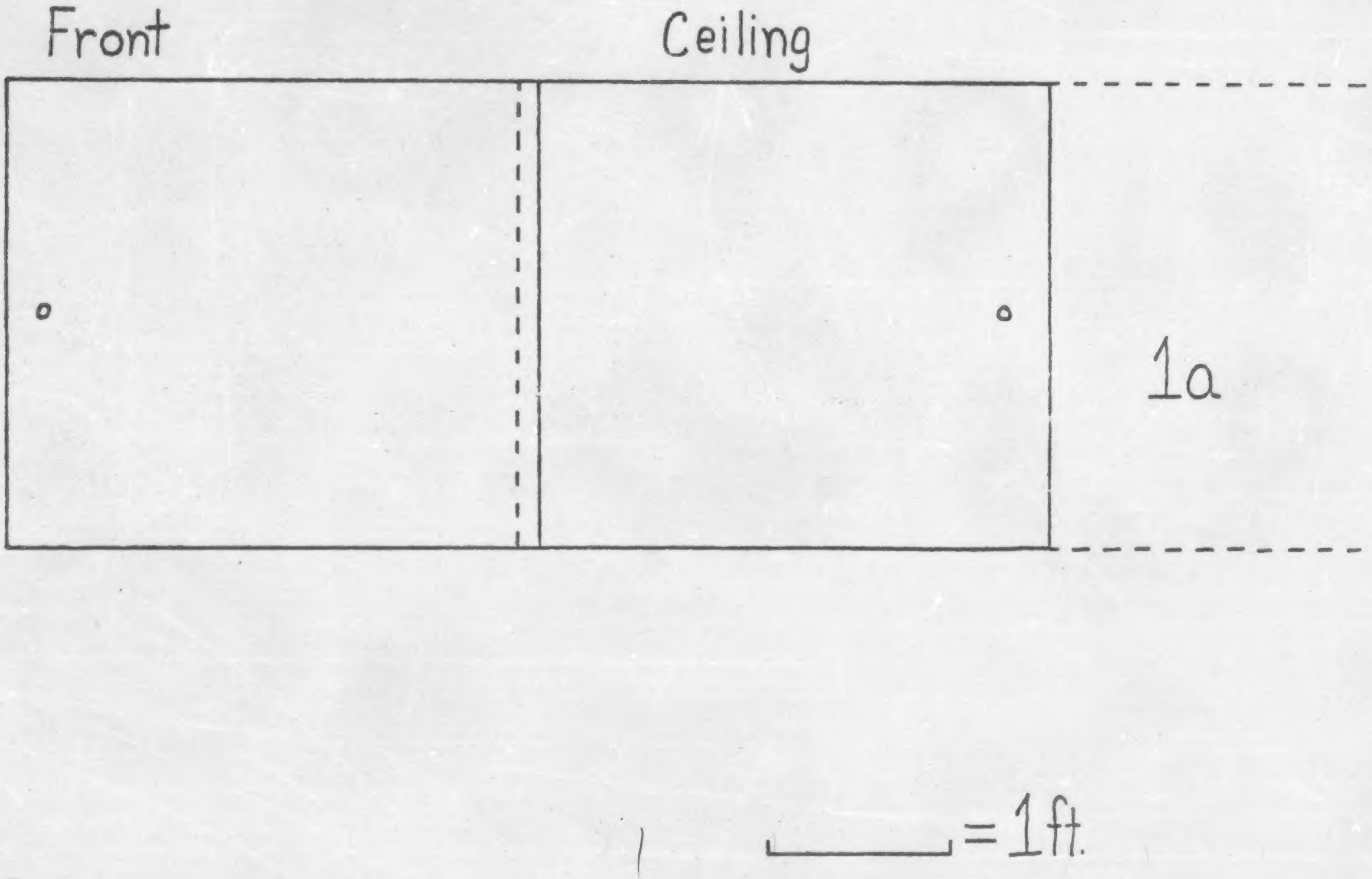
Look at drawing number 7. Note that these doors are longer because of the size of this overhead cabinet. This cabinet has more depth and has no shelves. This is designed for the storage of the teaching teams' sleeping bags and pillows.

Right-Side Overhead Storage: lb

Specifications for drawing number 7

1. 68½ in. X 30¼ in. X 25¼ in. (40¼ in. off the floor)
2. One set of sliding doors
3. No shelves

RIGHT-SIDE OVERHEAD STORAGE: 1b


Front
Ceiling
1a
= 1 ft.

Drawing 7

Drawing 8 is a view of the left-side overhead storage. The inset at the bottom details the end and center panels with library type shelf brackets.

The two sets of sliding doors span long sections and need center supports. The supports may be placed off center enough for the doors to be removed if necessary.

Left-Side Overhead Storage

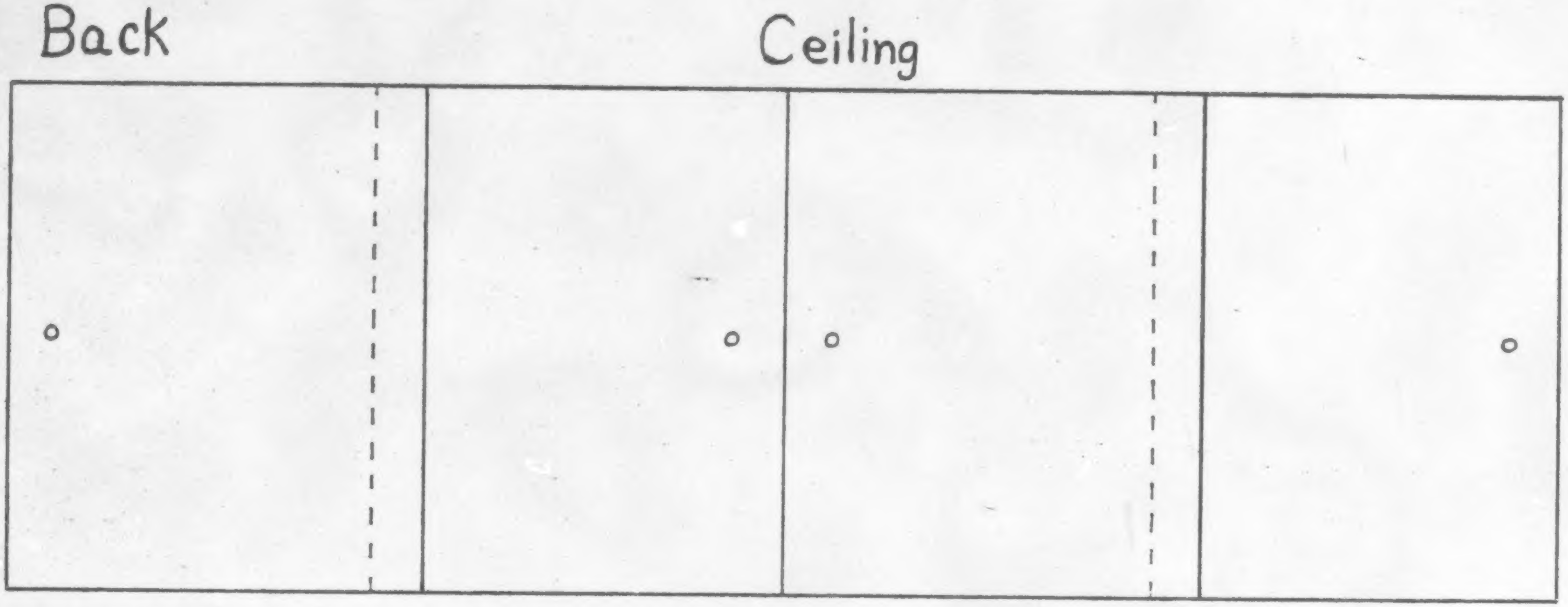
Specifications for drawing number 8

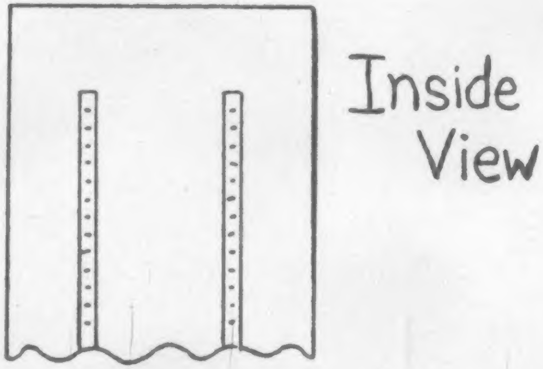
1. 93½ in. X 30½ in. X 17¼ in. (40 ¼ in. from the floor)
2. One set of sliding doors for each section
3. Inside view: end and center panels with library shelf brackets

Not pictured:

- Six 45 2/3 in. X 17¼ in. X 3/4 in. plywood shelves

LEFT-SIDE OVERHEAD STORAGE


Back
Ceiling


Inside
View

=1ft.

91

92

Drawing 8

Drawing 9 provides a view of the two modules for infants, creepers and toddlers. The basic space design for these modules was developed by those team members assigned to teach this age group. The areas identified by the number 2 in the modules are designed for plastic dishpans for storage of small items, etc.

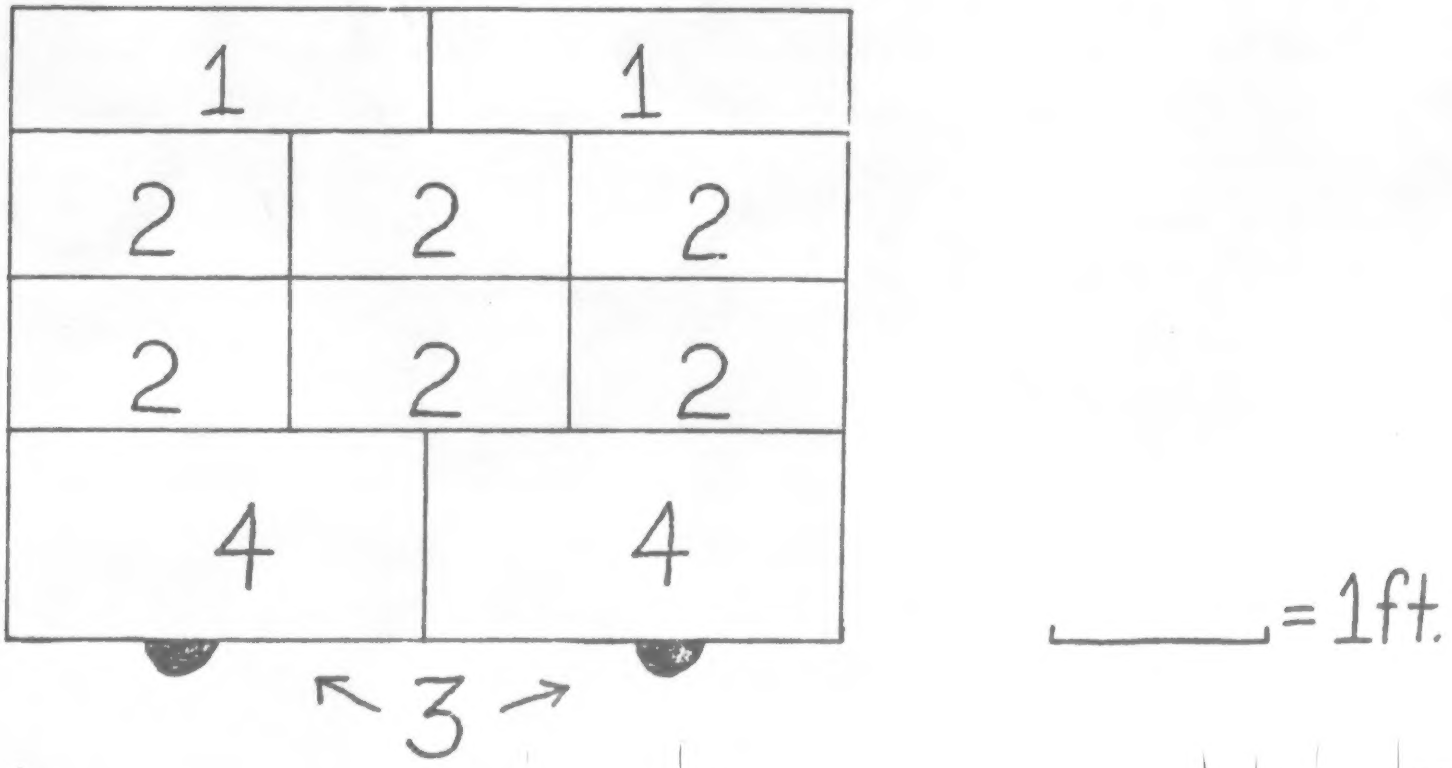
Please note item 3 on drawing 9. At least 3 inch heavy duty casters are necessary for each of the modules and other equipment to be moved to the classrooms.

Modular Storage: for Infants (Birth-7 months)
Creepers (7-14 months) and
Toddlers (14-24 months)

Size: 48 in. X 39½ in. X 13 in. (including casters)

1. Inside space: 22 3/4 in. X 6 3/8 in.
2. Inside space: 15¼ in. X 7¼ in.
3. Heavy duty casters: 3 in.
4. Inside space: 22 3/4 in. X 11¼ in.

Modular Storage: for Infants, Creepers and Toddlers


1
1
2
2
2
2
2
2
4
4
3
= 1ft.

Drawing 9

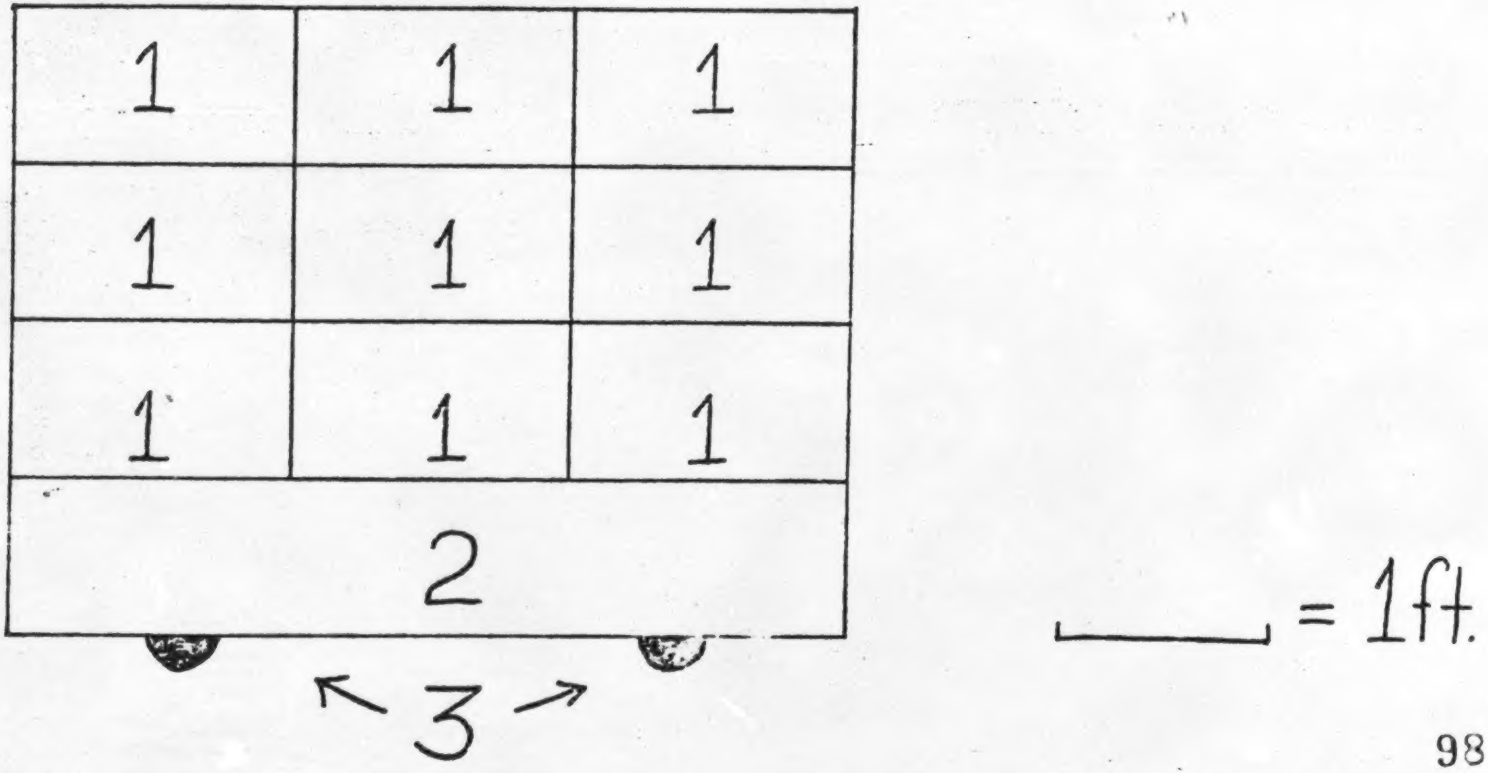
Drawing 10 is a view of four identical modules for materials for two, three, four and five year olds. The areas identified by the number 1 are designed for plastic dishpans for storing most of the teaching materials for these groups. Larger items such as sets of blocks and games may be stored in area identified by the number 2.

Modular Storage: for Two-Three-Four- and Five-Year-Olds

Size: 48 in. X 39½ in. X 13 in. (including casters)

1. Inside space: 15 in. X 7 3/4 in.
2. Inside space: 46½ in. X 8½ in.
3. Heavy duty casters: 3 in.

Modular Storage: for 2-, 3-, 4- and 5 -year-olds


1
1
1
1
1
1
1
1
1
2
← 3 →
= 1ft.

Drawing 10

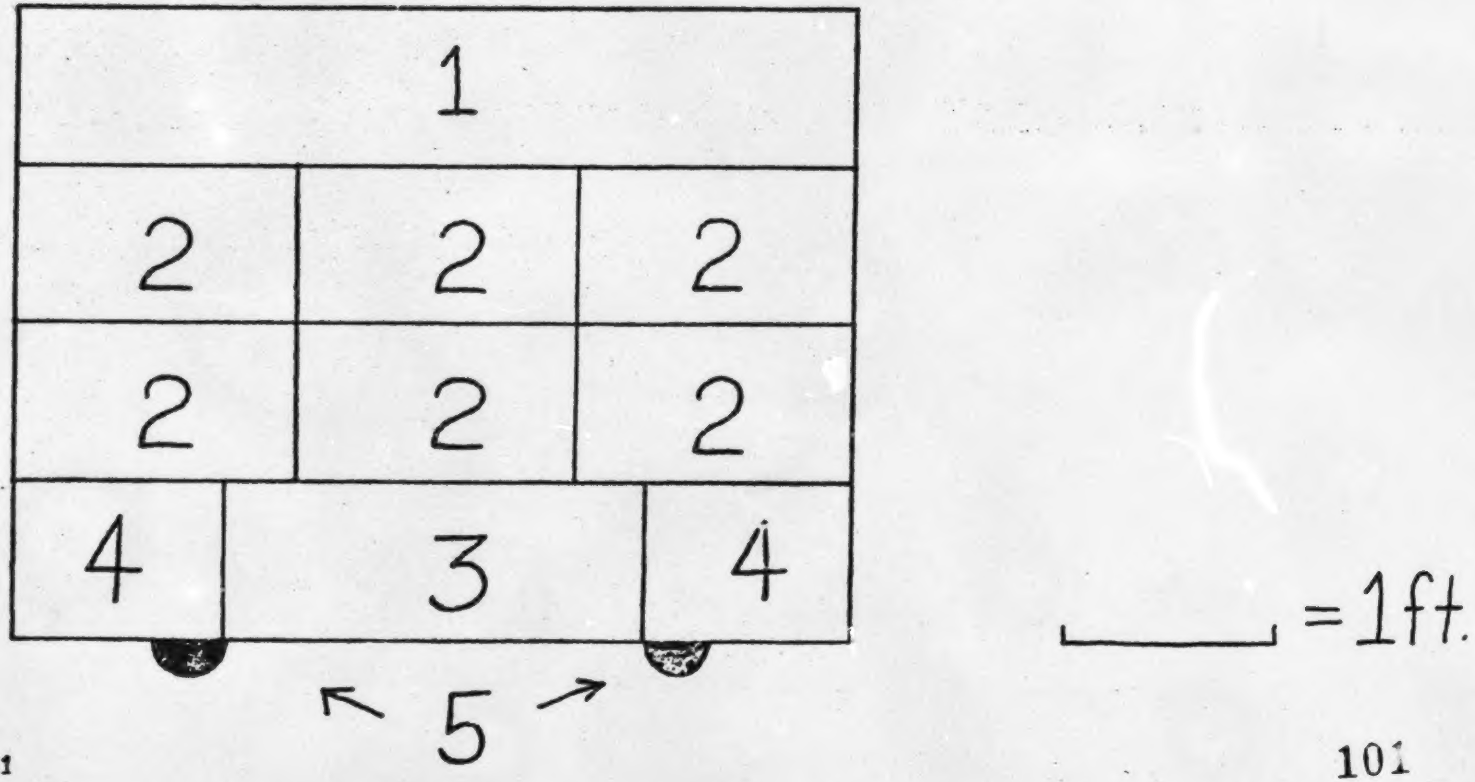
Drawing 11 reflects the design for the two modules for grades one and two. Areas identified by number 2 are designed for dishpan storage. The other areas specifically meet the needs for storing other items requested by the teachers. Many games for this age group require larger storage space such as provided in areas identified by number 1 and 3.

Modular Storage: For Grades One and Two

Size: 48 in. X 39½ in. X 13 in. (including casters)

1. Inside space: 46½ in. X 8 3/8 in.
2. Inside space: 15¼ in. X 8 in.
3. Inside space: 23 in. X 8 in.
4. Inside space: 10 3/4 in. X 8 in.
5. Heavy-duty casters: 3 in.

Modular Storage : for Grades 1 and 2


1
2
2
2
2
2
2
4
3
4
5
= 1ft.

Drawing 11

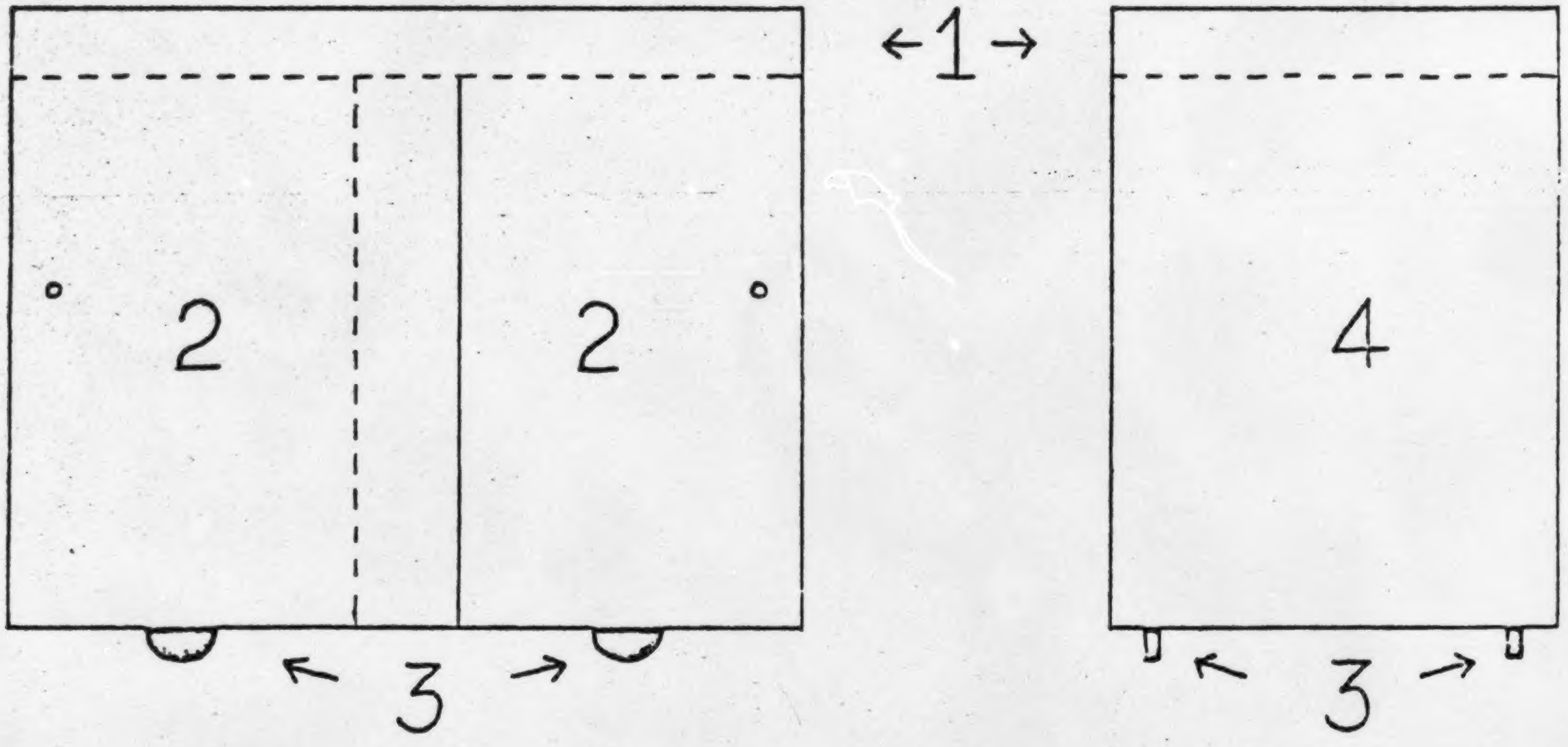
Drawing 12 shows both a side and an end view of the diaper-changing and storage unit. Two sliding doors were placed on this unit to prevent opening and spilling in transit. Note that the top is recessed to care for a 1½ inch changing pad and still provide a safety guard to prevent a child from rolling off during changing.

Diaper Change and Storage Unit

Size: 41½ in. X 39¼ in. X 26 in. (including casters)

1. 3 3/8 in. deep area for 24 in. X 39¼ in. X 1½ in. pad
2. Sliding doors 21 in. wide
3. Heavy duty casters: 3 in.
4. End view of the unit

Diaper Changer and Storage



Drawing 12

Drawing 13 of the picture storage unit shows the design of a removable piece of equipment, making it more versatile. This unit can be placed in a section of the overhead storage space (see Drawing 4, 2b.). It may also be moved easily into the center for use while in operation. Note the handhold in the end sections (see Drawing 13, item 4). This space is designed to hold the one-hundred-fifty Preschool Teaching Pictures A, B, and C that are presently available from the Materials Services Department, Baptist Sunday School Board, 127 Ninth Avenue North, Nashville, TN 37234. The pictures should be mounted on heavy double thickness poster board or corrugated cardboard and covered with clear contact paper for protection and durability.

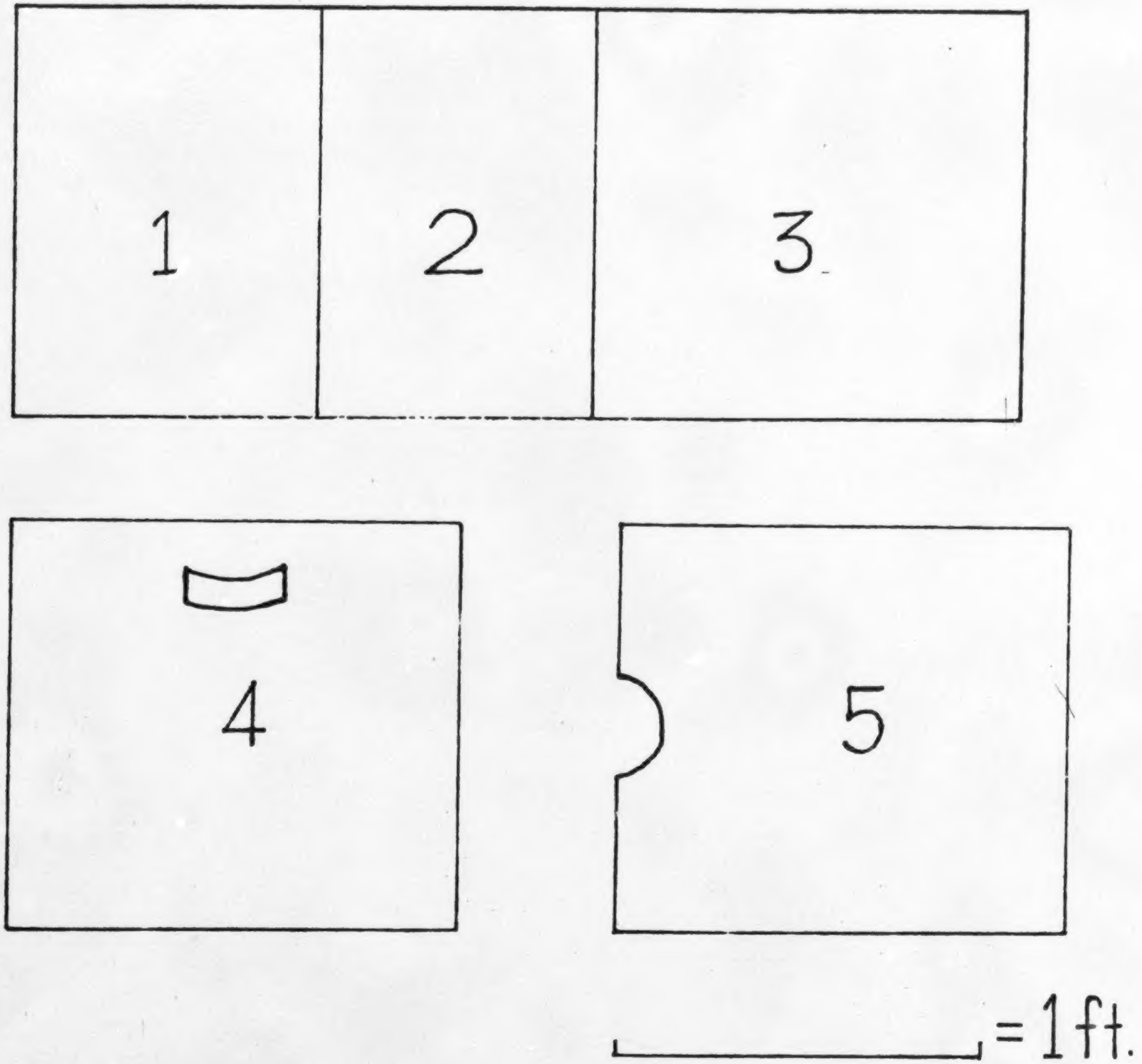
Picture Storage

Size: 33 in. X 13¼ in. X 14 3/4 in.

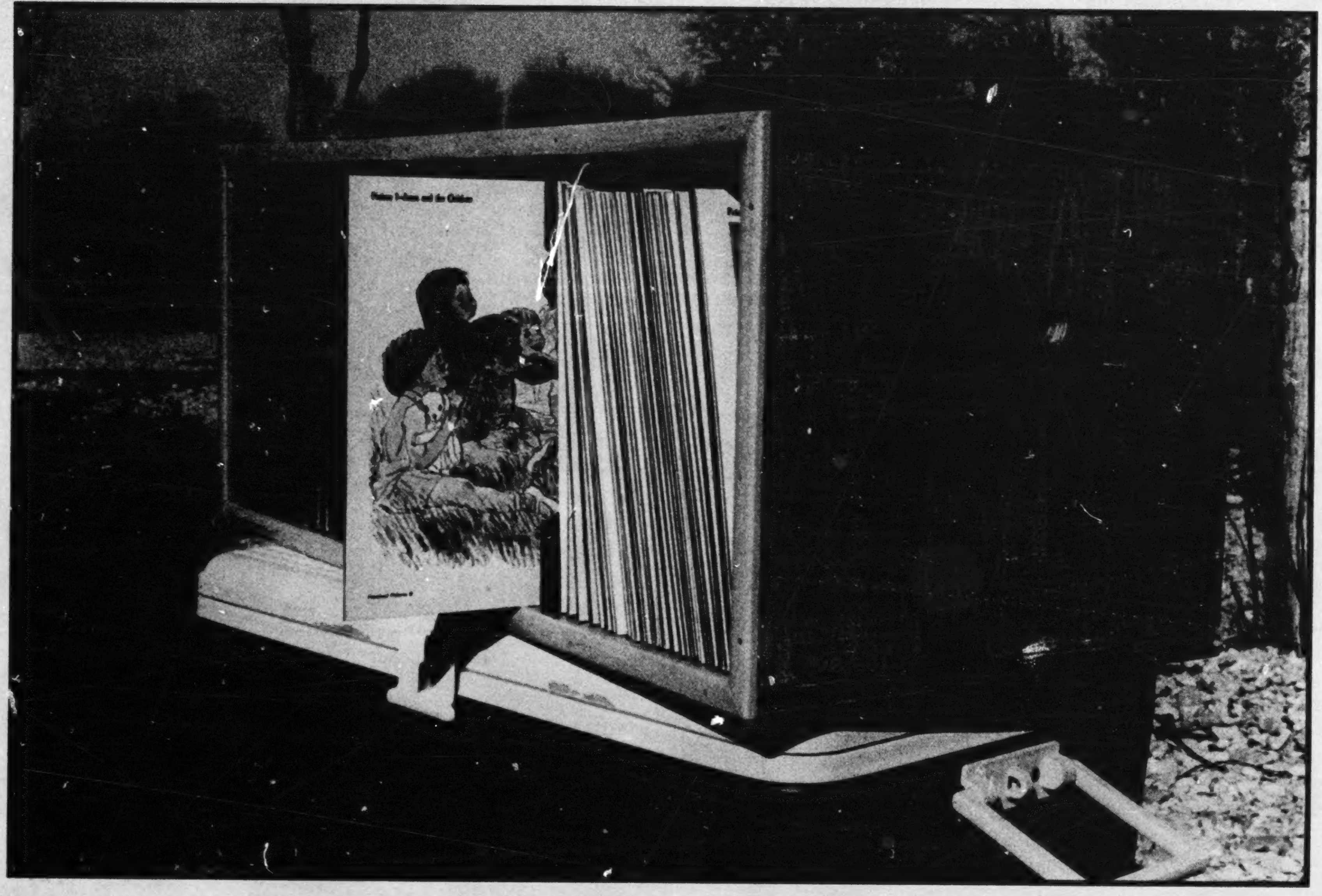
1. Pictures for babies, creepers and toddlers
   Inside space: 9 in. X 11 3/4 in.
2. Pictures for twos and threes
   Inside space: 9 in. X 11 3/4 in.
3. Pictures for fours, fives, sixes and sevens
   Inside space: 13 in. X 11 3/4 in.
4. End view
5. Side view of divider
6. This storage unit is constructed from 3/4 in. plywood and the dividers from ¼ in. masonite.

105

Picture Storage



Drawing 13



Storage Unit for Mounted Preschool Department Teaching Pictures

Drawing 14 is for yard signs providing strategic information and a directional arrow (see drawing 16). Four of these were prepared although the number of signs may vary according to need.

NOTE:

FREE because in times of disaster money is hard for people to get and the demands are great.

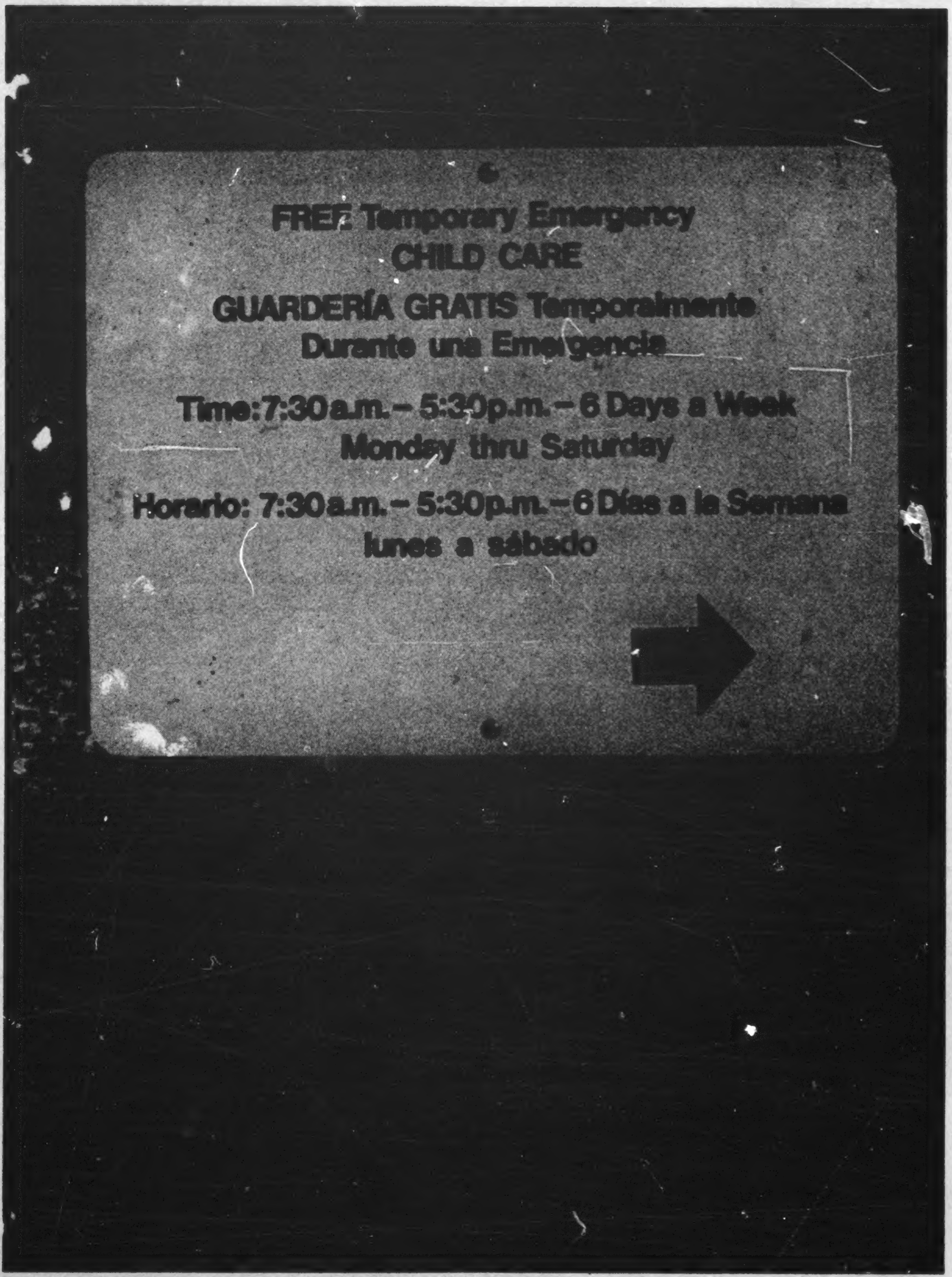
Temporary Emergency Child Care communicates that this service will be for a limited time. It is also a stipulation within which the Department of Human Resources allows us to operate in Texas.

Time: 7:30 a.m. - 5:30 p.m. This may need adjusting according to the time of year, daylight savings time or other circumstances.

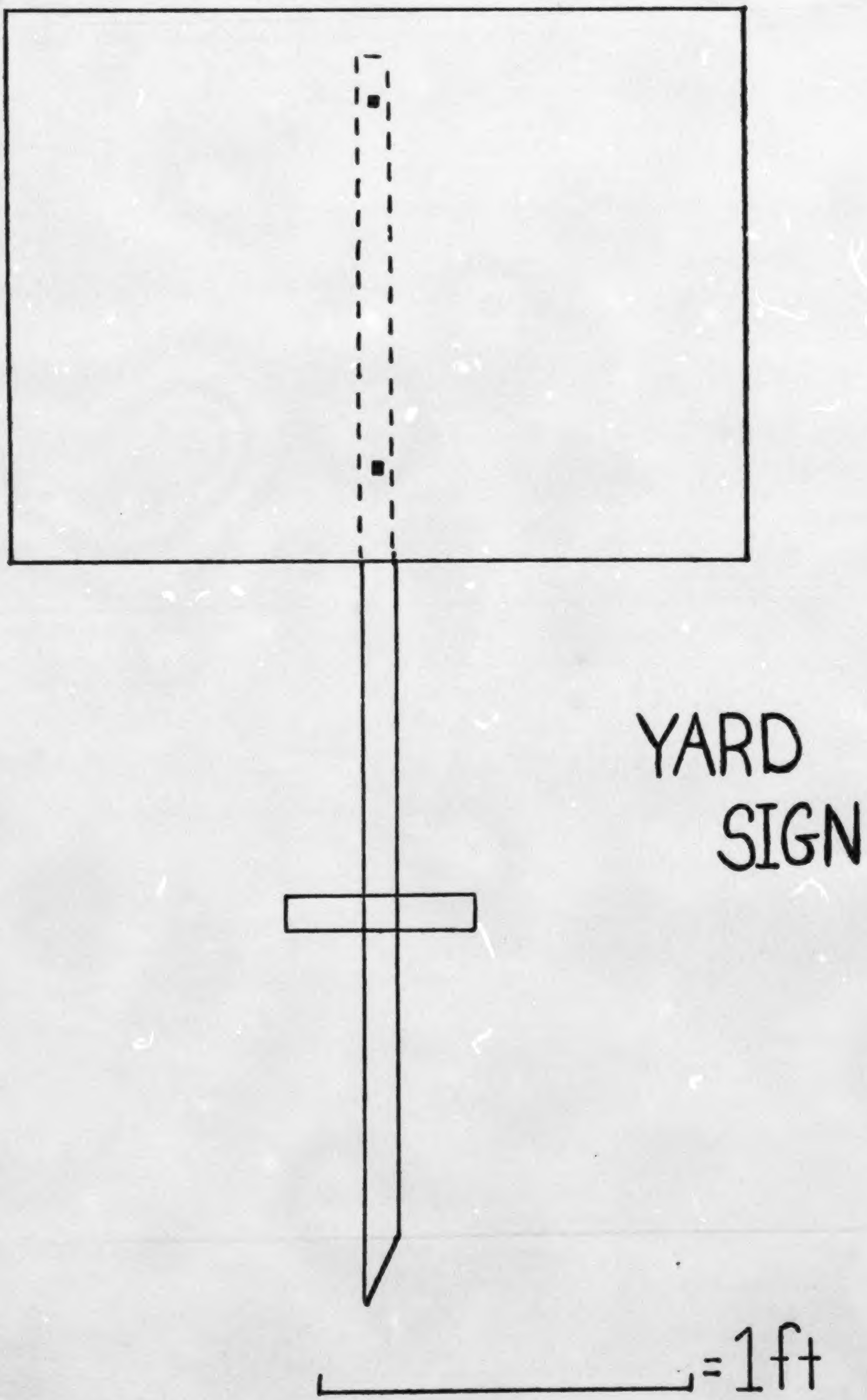
Yard Sign

Specifications for Drawing 14

1. 18 in. X 24 in. 22 gauge steel plate
2. 1 in. angle iron 42 in. long
3. 1 in. angle iron 6 in. long welded 12 in. from tapered post as shown in drawing
4. Sign bolted to post with ¼ in. X ½ in. stove bolts
5. Note the wording is in both English and Spanish. (In some areas other languages may need to be used.)


FREE Temporary Emergency
CHILD CARE
GUARDERÍA GRATIS Temporalmente
Durante una Emergencia
Time:7:30a.m.-5:30p.m.-6 Days a Week
Monday thru Saturday
Horario: 7:30a.m.-5:30p.m.-6 Días a la Semana
lunes a sábado

Yard Sign - With information and directions


YARD SIGN
=1ft

Drawing 14

Drawing 15 is a hanging sign with the same information and directional arrows as the yard sign. Six of these habe been prepared basically for use inside buildings.

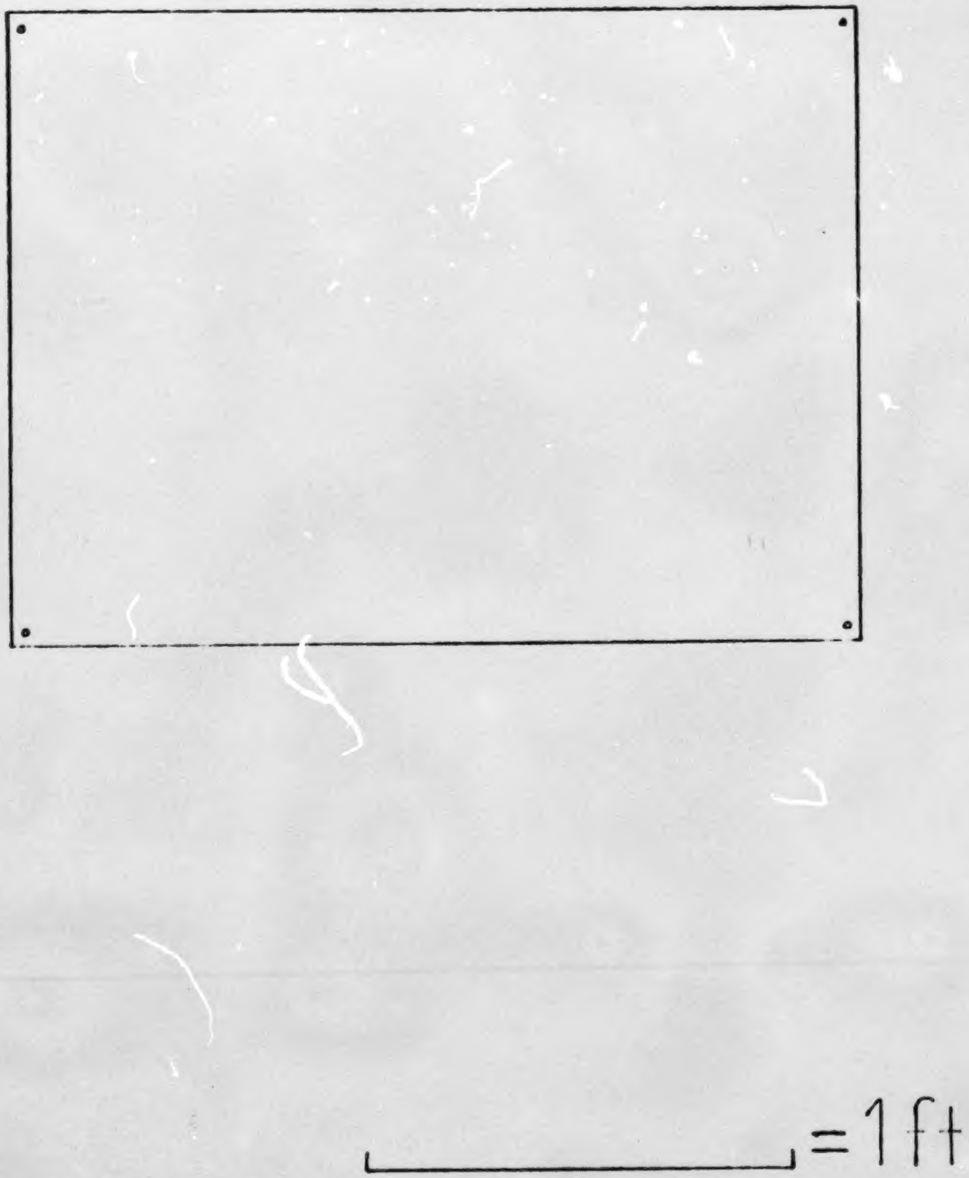
This sign will communicate that a valuable free service is available as well as where the child care center is located.

Hanging Sign

Specifications for Drawing 15

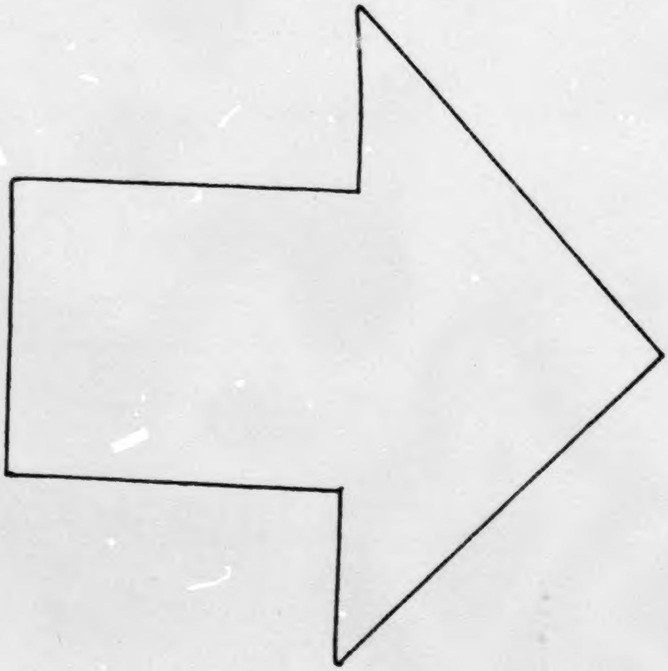
1. 18 in. X 24 in. 22 guage-steel plate
2. Four 3/16 in. holes as shown on drawing for the purpose of hanging
3. The wording for this sign is the same as specified on the yard sign.

HANGING SIGN



Drawing 15

MAGNETIC ARROW



(actual size)

This is the actual size of the magnetic arrow. These are used as directional arrows and are used on both the yard signs on Drawing 14 and the hanging signs on Drawing 15.

Drawing 16

Drawing 17, 18, and 19 provide different views of the loading ramp. The different views give a good example of the sturdy construction of the ramp. Please note item 1 on Drawing 18. This "lip" of the ramp rests in the doorway of the supply trailer while the opposite end rests on the ground level surface. It is not necessary to fasten the ramp while loading or unloading. The ramp is stored for transit in the 6 in. space immediately beneath the floor of the trailer. The end opposite item 1 on Drawing 18 can be fastened to the rear crosspiece with three ¼ in. X 2 3/4 in. steel pins with spring safety retainers. Keep a large nail or similar tool handy for aligning the holes.

Loading Ramp
Material: aluminum
Storage: under floor of trailer

Top View:

1. Floor 40½ in. wide X 97½ in. length
2. Side support beam 88½ in. length

Side View:

1. Floor 97½ in. length
2. Side support beam 88½ in. length

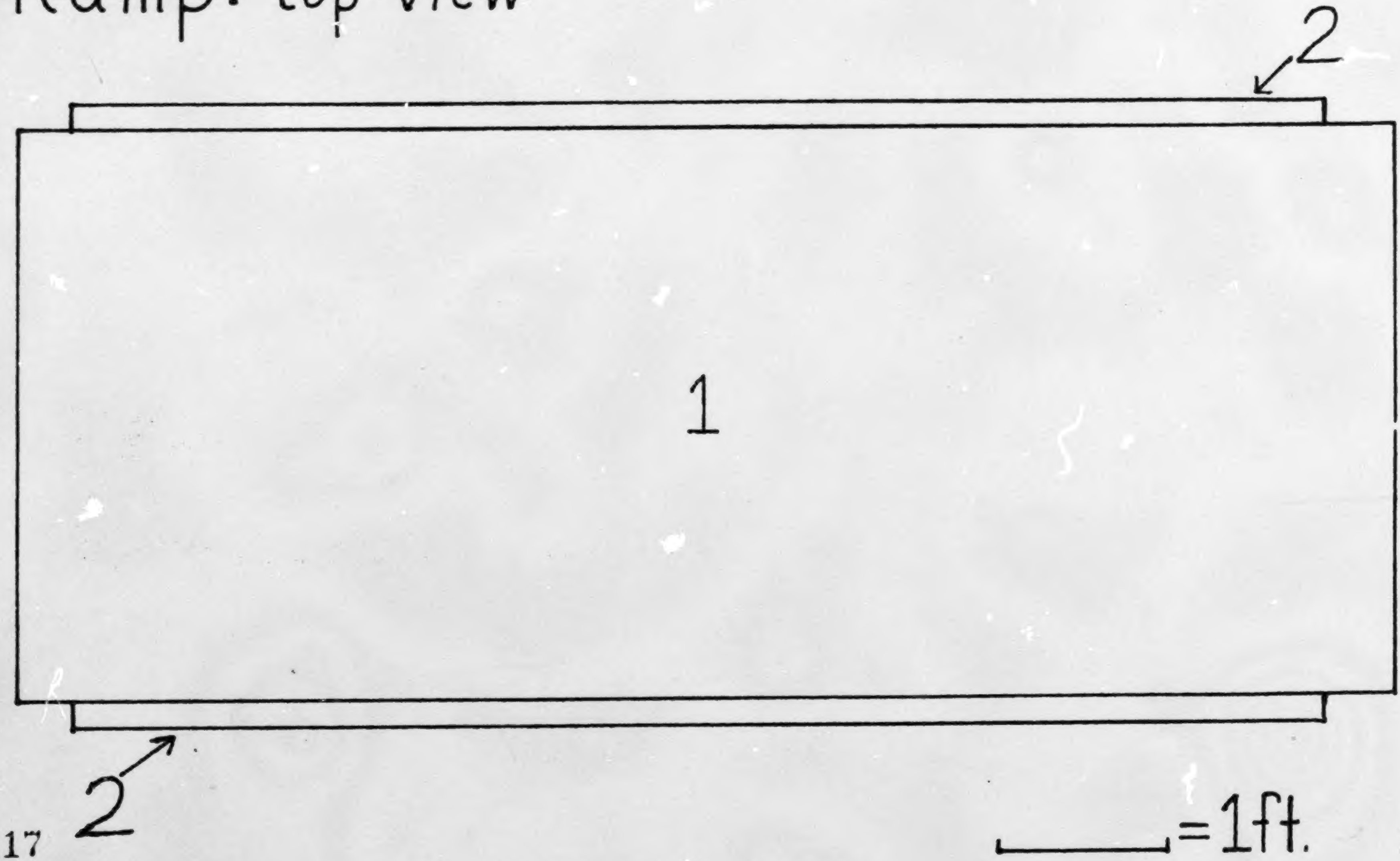
End view:

1. Beam 4 1/8 in.
2. Floor 40½ in. wide
3. 2 5/8 in from floor to top of beam
4. 1 3/8 in. from floor to bottom of beam

Other information not shown on floor plans:

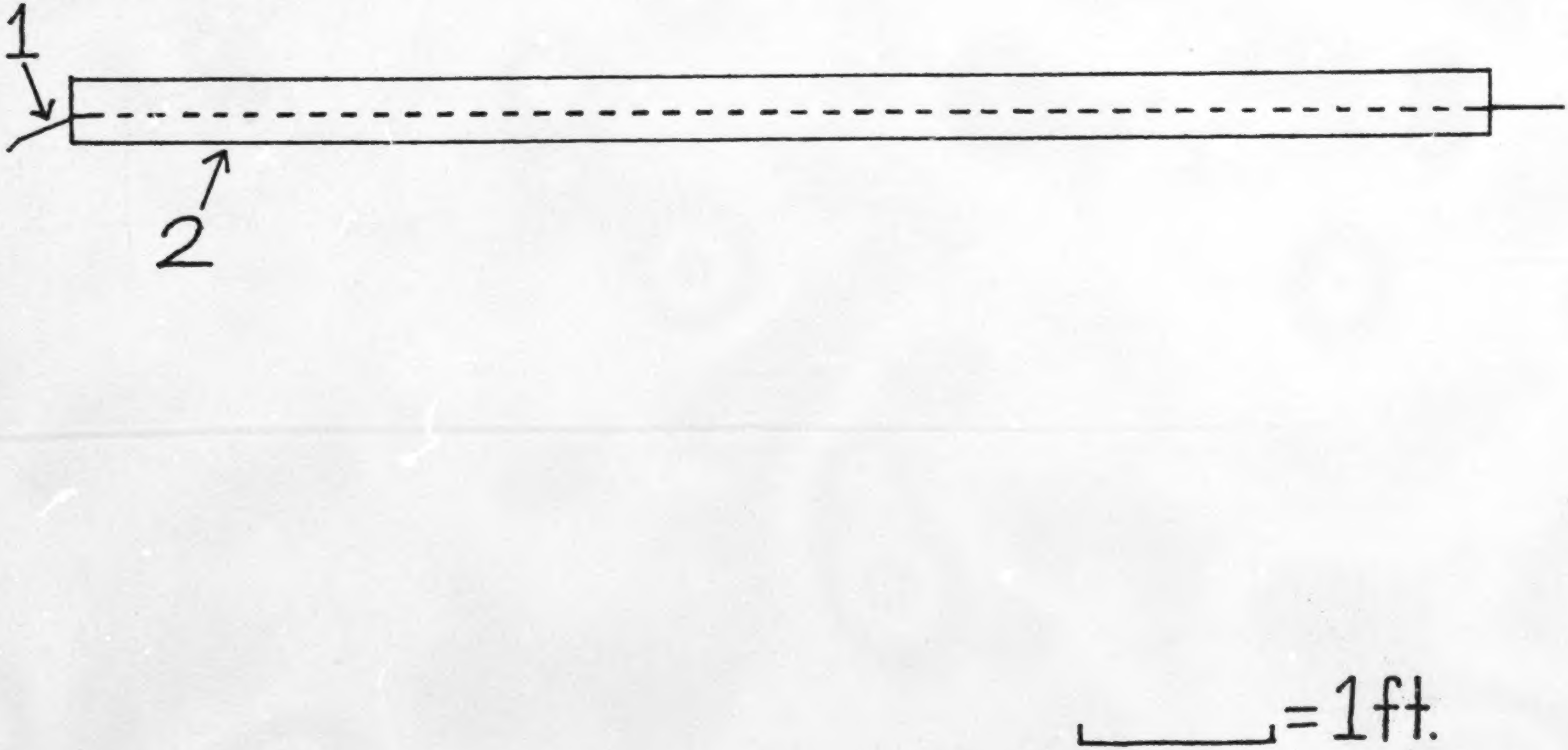
1. 1½ in. floor-supports 10½ in. apart
2. 2 in. nonskid strips 4 in. apart on floor surface

Ramp: top view



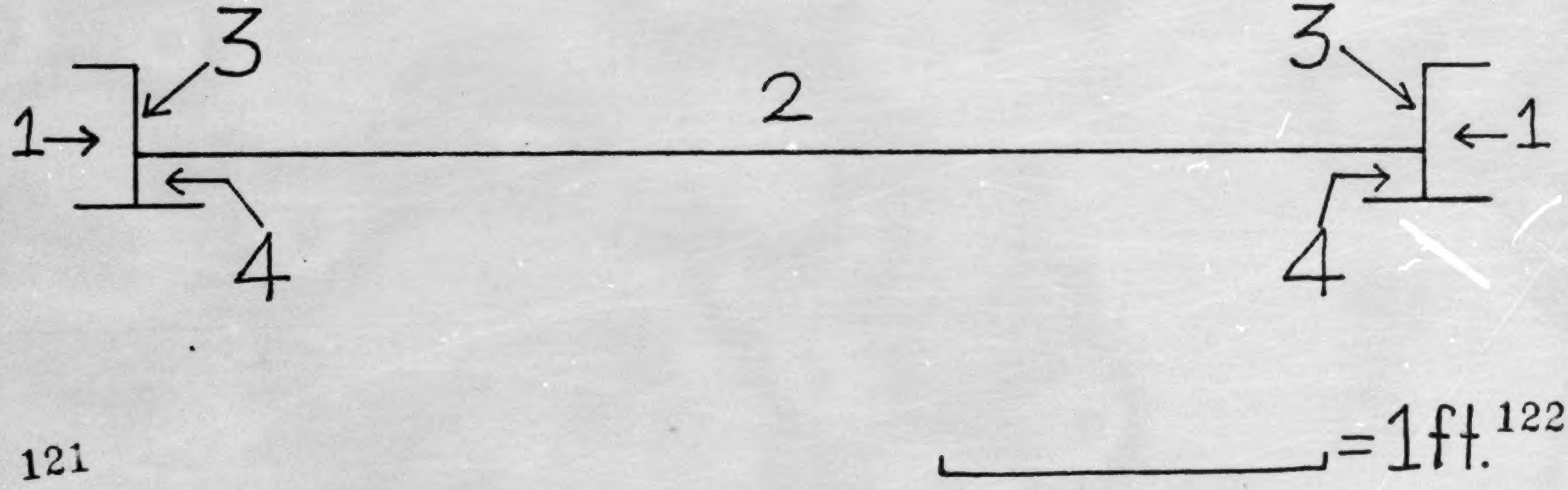
Drawing 17

Ramp: side view



Drawing 18

Ramp: end view


3
3
2
1
1
4
4
= 1 ft.

121

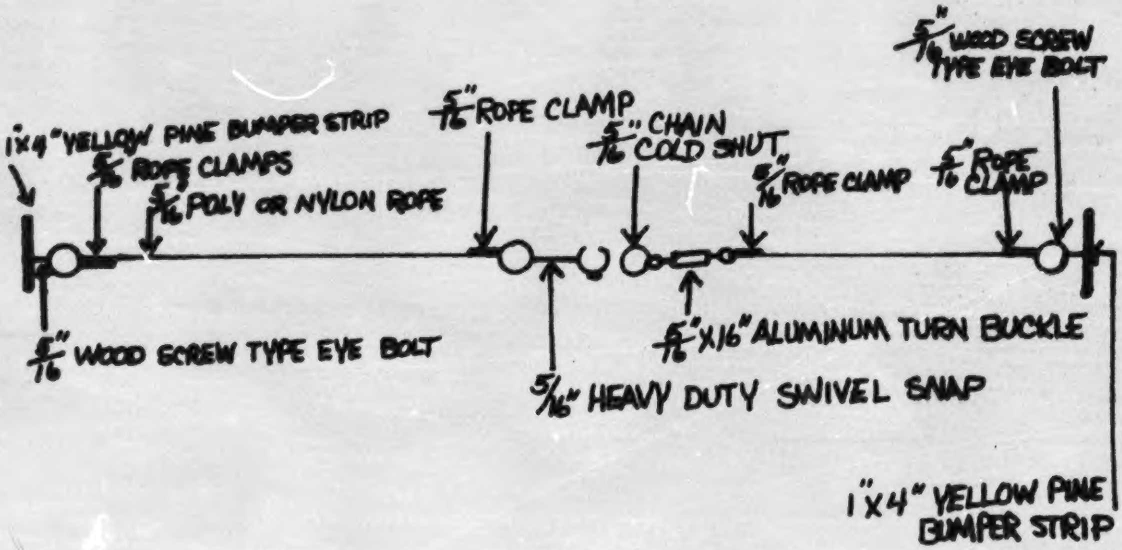
122

Drawing 19

The module anchoring device shown on drawing 20 is item 5 on page 70. Also note the bumper strip to which this device is anchored which is referred to on page 70, items 1 and 2.

The anchoring of the modules secures them to eliminate damage in transit.

Module Anchoring Device


1"x4" YELLOW PINE BUMPER STRIP
5/16 ROPE CLAMPS
5/16 POLY OR NYLON ROPE
5/16" ROPE CLAMP
5/16" CHAIN COLD SHUT
5/16" ROPE CLAMP
5/16" ROPE CLAMP
5/16" WOOD SCREW TYPE EYE BOLT
5/16" WOOD SCREW TYPE EYE BOLT
5/16"X16" ALUMINUM TURN BUCKLE
5/16" HEAVY DUTY SWIVEL SNAP
1"X4" YELLOW PINE BUMPER STRIP

Drawing 20

The following items are for your information since they could not easily be put in the designs. After the larger items have been placed in the supply trailer, decide on the best place to store them.

Materials to be stored which are not shown on drawings:

1. Two 29½ in. X 15½ X 15½ in. Coleman coolers
2. Three child-sized rockers
3. Two homeliving stove-sink units
4. Eight flood lamps and wiring

Materials to be used and not shown on drawings:

1. Four 1 in. X 14 in. nylon belts for banding modules face to face to prevent spillage in transit. (May be secured from a marine supply.)
2. Sixteen 1¼ in. carpet-tipped furniture-gliders with nail (to be used on face of modules to prevent damage in transit.) (May be secured from hardware or discount stores.)

NOTE: Materials on the "general supplies" list beginning on pages 112, 113, and 114 for the most part will be stored in the overhead storage area.

INSTRUCTIONS FOR LOADING THE SUPPLY UNIT

1. Stack long rest mats in the front of trailer in section 5a.
2. Stack short rest mats in the front of trailer in section 5b.
3. Return generator and wiring to original storage spot.
4. Place kitchen units and child size rockers under storage cabinets in front of trailer.
5. Return adult rockers to original position.
6. Band together the modules (two face-to-face) to prevent spillage in transit.
7. Place first two sets of modular units on each side and fasten in position. Tighten rope with turnbuckle, if necessary.
8. Place a yard sign (see illustration, page 97 under each set of modular units before loading the next unit.
9. Move the diaper-changing unit into position between the first two sets of modular units in the aisle). Use band to fasten handles to prevent shifting in transit.
10. Move the other two sets of modular units into position and fasten with ropes. Tighten with turnbuckles, if necessary.
11. Place the other two yard signs under each set of modular units.
12. Place the water coolers on the floor between the modular units in the rear section.
13. Replace loading ramp and tighten bolts securely. Be careful not to damage brake lines when replacing loading rampp.
14. Close and lock door.

INSTRUCTIONS FOR UNLOADING THE SUPPLY UNIT

1. Unlock, open and fasten door back to prevent swinging.
2. Remove three pins with spring retainers in the end of the loading ramp.
3. With one person on each side, remove loading ramp and place top lip on floor in center of doorway.
4. Remove coolers with water.
5. Remove yard signs from underneath the first two sets of modular units.
6. Loosen turnbuckle, if necessary, enough to unsnap fastener on the first set of modules on each side.
7. Remove first set of modules from each side and roll each set near the room locations before separating. Store all tie-down bands in overhead storage until reloading the supply unit.
8. Remove tie-down band from diaper-changing unit and remove the unit.
9. Remove yard signs from underneath the second two sets of modular units.
10. Loosen turnbuckle, if necessary, enough to unsnap fasteners and remove the second two sets of modular units.
11. Remove child-sized kitchen units and child-sized rockers.
12. Remove electrical generator and wiring if needed.
13. Remove adult rockers.
14. Remove the rest mats when needed; sheets and covers are stored in overhead cabinets.
15. Note the materials stored in the overhead cabinets and use as needed.

Part III

Supply List and Suppliers

This section details the materials and supplies recommended by the teams. You will also note possible suppliers in the Dallas-Fort Worth area. **Comparable suppliers may be located in your area.** Commonly used items may be purchased in your neighborhood stores and no source is given.

Of course additions or deletions may be desirable in the different areas that equip such a unit. The needs might require a few different supplies; but, most of these listed are very basic to teaching young children.

General Supplies

1.	40 rest mats 24" X 54" X 1½"	Charles Gray Mfg. Co.
2.	40 rest mats 24" X 48" X 1½"	" " " "
3.	2 homeliving stove-sink units	" " " "
4.	80 sheets 26" X 58" (made like pillow slips)	Made locally
5.	80 sheets 26" X 52"	" "
6.	40 coverlets 30" X 58"	" "
7.	40 coverlets 30" X 52"	" "
8.	1 box (1000) disposable bibs	
9.	2 chromaharps	Baptist Book Store
10.	8 distilled water - 2½ gallon size	Skaggs Albertsons
11.	1 Presto hot-air popcorn popper	" "
12.	1 large first-aid kit and medications for faculty	C & S Supply Co.
13.	1 gallon Zephiran Chloride concentrate disinfectant	" " "
14.	20 boxes Kleenes	
15.	20 rolls paper towel	
16.	3 changes of children's clothing for ages birth through seven	
17.	68 plastic Rubbermaid dishpans (storage in modules)	
18.	1 broom	
19.	3 child-sized rockers	Constructive Playthings
20	1 HU-1068 pencil sharpener	Practical Drawing

21. 2 Coleman coolers--17 gallon size	Best Products Co.
22. 11 Coleman sleeping bags	Best Products Co.
23. 11 Regular sized pillows with protective covers	
24. 50' length, 2" wide, heavy duty, Safety-Walk (brand) 3M Anti-slip Tape	Local 3M hardware supplier
25. 12 Standard desk trays 2D legal size (for paper storage)	Local Office Supplier Produced by Hunt Mfg. Co.
26. 1 Honda 3500 watt electrical generator	
27. 2 wiring extensions with boxes--60'	
28. 8 aluminum-shielded clamp-on flood lamps	
29. Materials for installing heavy-duty linoleum floor covering	
30. 42' vinyl corner strips	
31. 4 folding-cardboard table easels (per design in appendix)	
32. 8 pints of tempera paint (made per instructions in appendix)	
33. 8 flashlights	
34. 2 Magical Musical Thing	Local Mattel Toy Supplier
35. 1 Simon electronic game	
36. 10 reams 9" X 12" assorted colors construction paper	
37. 1 ream 9" X 12" manila paper	
38. 1 ream 12" X 18" manila paper	
39. 1 ream 18" x 22" newsprint	
40. 1 complete set Preschool Teaching Pictures A (40)	Materials Services,
41. 1 complete set Preschool Teaching Pictures B (50)	Baptist Sunday School Board
42. 1 complete set Preschool Teaching Pictures C (80)	" "

(Items 40-41, and 42 should be mounted and covered with clear contact paper.

43. Two-ton hydraulic jack

44. 1 four-way lug wrench

45. 1 adjustable wiring harness for quick hookup of the trailer to the power vehicle. (The adjustable wiring harness makes it easy to use vehicles that may be wired differently from the trailer.)

Infants

1. 2 adult folding rockers	Albert M. Lock & Son, Inc. Boston, Mass. 02114
2. 1 cassette player	Best Products Co.
3. 2 Fisher Price Happy Apples	Best Products Co.
4. 2 peek-in rollers	" " "
5. 2 push-and-pull corn poppers	" " "
6. 2 Fisher Price music boxes	" " "
7. 1 cassette --Sea Gulls by Hap Palmer	Constructive Playthings
8. 1 music box tick tock clock	" "
9. 3 sets Fisher Price animal rings	" "
10. 1 set soft blocks	" "
11. 2 sets snap beads	" "
12. 1 set Gibson plastic books	Baptist Book Store
13. 1 set plastic picture books (variety of 5)	" " "
14. Broadman Presentation Bible	" " "
15. 1 set Preschool Department Bible Picture Set	" " "
16. 1 Music for Preschool A cassette	" " "
17. 1 case disposable diapers	
18. 1 case terri towels	
19. 3 large jars vaseline	
20. 3 bars Ivory soap	
21. 2 dozen bath towels	
22. 2 dozen washcloths	
23. 1 dozen plastic baby bottles with nipples	

24. 200 plastic spoons

25. 1 case Gatorade (green)

26. 1 case Pediolite

27. 1 baby bath tub

28. 2 rolls masking tape

29. 6 black permanent markers

30. 200 plastic bags

31. 25 large plastic garbage bags

Creepers and Toddlers

1. 1 Thank you God series (3 books)	Baptist Book Store
2. 1 God Gives Food series (4 books)	" " "
3. 1 Baby Jesus	" " "
4. 1 My Animal Friends	" " "
5. 1 Broadman Presentation Bible	" " "
6. 1 set Preschool Department Bible Picture Set	" " "
7. 2 Broadman dolls	" " "
8. 1 Music for Preschool A cassette	" " "
9. 1 cassette player	Best Products Company
10. 2 Fisher Price chatter phones	" " "
11. 1 cassette - Sea Gulls by Hap Palmer	Constructive Playthings
12. 2 rock-a-stacks	" " "
13. 2 giant snap-lock beads	" "
14. 2 toot-toot engines	" "
15. 1 fever strip	
16. 1 pkg. sponges	
17. 1 masking tape 3/4"	
18. 3 permanent markers	
19. 1 can Lysol spray deodorant	
20. 1 jar Vaseline	
21. 3 Wet Ones (tissues)	
22. 1 large can baby powder	
23. 1 bottle hand lotion	
24. 2 large bars Ivory soap	

25. 1 roll plastic bags
26. 1 dozen plastic Gerber baby bottles
27. 1 can bandaids (large)
28. 1 large powdered milk
29. 2 beach balls

Two-Year-Olds

1.	2 sets Bristle Blocks (39 pieces)	Best Products Company
2.	1 shape book	" " "
3.	1 Freddy Bear	" " "
4.	1 Chatter telephone	" " "
5.	1 playground utility ball 10"	" " "
6.	1 set dishes	" " "
7.	1 Learning Block	" " "
8.	1 Cobbler's bench	" " "
9.	1 cassette player	" " "
10.	8 Judy puzzles (Pets, Farm Animals, Fruit, Tree, and others)	Baptist Book Store
11.	2 Broadman dolls (1 black and 1 white)	" " "
12.	1 set Wooden Family	" " "
13.	1 set Wooden Farm Amals	" " "
14.	1 *Thank You God for Feet*	" " "
15.	1 *Thank You God for Hands*	" " "
16.	1 *God Gives Food*	" " "
17.	1 *God Gives Us Pretty Things*	" " "
18.	1 *God Loves Everyone*	" " "
19.	1 *God Loves Us*	" " "
20.	1 *God Made the World*	" " "
21.	1 Broadman Presentation Bible	" " "
22.	1 *Preschool Department Bible Picture* Set	" " "
23.	1 cassette -- *Music for Preschool B*	" " "

24. 1 cassette - Sea Gulls by Hap Palmer	Constructive Playthings
25. 1 set giant snap lock beads	" "
26. 1 set giant Blockbusters	" "
27. 1 jumbo beads	" "
28. 1 child-sized rocker	" "
29. 3 bottles bubbles	
30. 3 Elmers glue - 4 oz.	
31. ½ gallon liquid starch	
32. 1 can Lyson deodorant spray	
33. 6 paintbrushes 3/4"	Constructive Playthings
34. 6 wooden cars and trucks	Wood, Etc., Company

Three Year Olds

1. 6 easel brushes - 3/4"	Constructive Playthings
2. 6 boxes large crayons	" "
3. 6 sets Draws-a-Lot, assorted	" "
4. 6 paste brushes	" "
5. 1 quart library paste	" "
6. 1 basic set unit blocks	" "
7. 1 jumbo wood beads	" "
8. 6 Laurie Crepe Foam puzzles	" "
9. 1 jumbo Tactilmate pegboard	" "
10. 100 Easy Grip pegs	" "
11. 1 cassette -- Getting to Know Myself by Hap Palmer	" "
12. 1 cassette -- Sea Gulls by Hap Palmer	" "
13. 12 blunt scissors	Practical Drawing
14. 1 telephone	" "
15. 1 Shape-O Tupperware puzzle	Tupperware
16. 1 Broadman doll	Baptist Book Store
17. 1 cassettes - Preschool Music B and Rest Time	" " "
18. 1 Broadman Presentation Bible	" " "
19. 1 set Preschool Department Bible Picture Set	" " "
20. 8 books - assosted appropriate	" " "
21. 1 set God's Gifts series (4 books) by Linam	" " "
22. 1 cassette tape player	Best Products Company

23. 1 quart liquid starch

24. 1 16 oz. bottle cooking oil

25. 1 set food coloring

26. 1 five pound sack flour

27. 1 pound box salt

Four Year Olds

1.	1 set of wooden unit blocks	Constructive Playthings
2.	2 play cameras	" "
3.	1 Rig-a-Jig	" "
4.	1 Constructo Straws	" "
5.	6 easel brushes 3/4"	" "
6.	1 cassette - Getting to Know Myself by Hap Palmer	" "
7.	2 talking telephones	" "
8.	3 child-sized rolling pins	" "
9.	6 Elmers glue - 4 oz. bottles	" "
10.	1 set cookie cutters - plastic	" "
11.	6 boxes of large crayons, 8 colors each	" "
12.	3 pkgs. assorted colors tissue paper	" "
13.	3 large pegboards and pegs	" "
14.	6 small trucks and cars	Wood, Etc. Company
15.	6 assorted puzzles - Broadman	Baptist Book Store
16.	4 Broadman dolls (1 black) (1 brown)	" " "
17.	4 doll blankets	" " "
18.	1 cassette - Music for Preschool C	" " "
19.	1 set of Gods Gifts series of 4 by Linam	" " "
20.	6 assorted books appropriate for fours	" " "
21.	Sunday School Literature - Growing and Look and Listen	Materials Services Dept. BSSB Nasnville
22.	1 set large Legos	Best Products Company

23. 2 set large Tinker toys	Best Products Company
24. 1 cassette player	" " "
25. 6 Story Book records	" " "
26. 1 cassette - Quiet Time	Melody House
27. 6 blunt scissors	Practical Drawing
28. 1 package tracing paper	" "
29. 1 stapler and staples	" "
30. ½ gallon liquid starch	
31. 3 pint-sized plastic containers with lids	
32. 3 medium sponges	
33. 1 dozen clothespins	
34. 2 rolls 3/4 in. masking tape	
35. 3 Marks-a-Lot	
36. 1 package napkins	
37. 100 5-oz. paper cups	
38. 100 styrofoam cups	
39. 50 number 6 paper bags	
40. 1 pound package lima beans	
41. 5 pounds flour	
42. 1 pound box salt	
43. 1 16 oz. bottle cooking oil	

Five Year Olds

1.	2 Broadman dolls--1 black and 1 white	Baptist Book Store
2.	1 set Gods Gifts series (4 books) by Linam	" " "
3.	1 Prayer Is	" " "
	1 God Made Special Places	" " "
	1 Up Above and Down Below	" " "
	1 Grandfather and I	" " "
	1 Together with Daddy	" " "
4.	1 cassette -- Music for Preschool C	" " "
5.	1 Broadman Presentation Bible	" " "
6.	1 Preschool Department Bible Picture Set	" " "
7.	4 wooden cars and trucks	Wood, Etc., Company
8.	2 play telephones	Practical Drawing
9.	1 Fisher Price 24 pc. kitchen set	Best Products Company
10.	1 set Sewing Cards	" " "
11.	1 set Bristle Blocks	" " "
12.	1 set Lincoln Logs	" " "
13.	1 set Lego	" " "
14.	1 car Matel Machine	" " "
15.	1 cassette player	" " "
16.	3 cassettes--Preschool Fitness, Carpet Squares and Raindrops	Melody House
17.	1 set wooden unit blocks	Constructive Playthings
18.	5 puzzles--Fireman, Carpenter and Church House, Astronaut	" "
19.	6 blunt scissors - 4"	"

20. 2 leafties scissors - 4½"	Constructive Playthings
21. 6 bottles Elmers Glue - 4 oz.	" "
22. 1 dozen boxes large crayons	" "
23. 2 Magic Markers	" "
24. ½ dozen ½" brushes	" "
25. 1 hole punch	" "
26. 2 pints paste	" "
27. 1 stapler and staples	" "
28. 1 teacher scissors 8"	" "
29. 1 cassette -- Learning Basic Skills Through Music Vol. 1 by Hap Palmer	" "

First Grade

1. 1 dozen boxes crayons	Constructive Playthings
2. 6 pkgs. Water Color markers	" "
3. 6 Elmers glue - 4 oz.	" "
4. 1 dozen paint brushes #7	" "
5. 6 paint brushes #5	" "
6. 1 box assorted screws, nuts, bolts, corks (wooden or plastic)	" "
7. 1 set wooden unit blocks	" "
8. 6 wooden cars and trucks	Wood, Etc., Company
9. 1 set Legos	Best Products Company
10. 1 set Bristle Blocks	" "
11. 1 Twister	" "
12. 1 cassette player	" "
13. 10 books Biblearn Series	Baptist Book Store
14. 1 Broadman Presentation Bible	" " "
15. 1 Preschool Bible Picture Set	" " "
16. 2 cassettes - Quiet Time, Carpet Squares	Melody House
17. 1 long jump rope	Practical Drawing
18. 1 large ball	" "
19. 12 pair 4½" blunt scissors	" "
20. 6 assorted rug yarn	" "
21. 1 box craft sticks	" "
22. 10 lbs. Plaster of Paris	" "
23. 1 dozen pencils	" "

24. 10 lbs. flour
25. 2 boxes salt (1 pound)
26. 1 large box Ivory Snow
27. 1 large box laundry starch
28. 2 large bags small elbow macaroni
29. 2 lbs. popcorn
30. 2 spools #5 fishing line (to hang paintings)

Second Grade

1. 1 Transportation set	Best Products Company
2. 1 set Bristle Blocks	" " "
3. 1 set Tinker Toys	" " "
4. 1 Candyland game	" " "
5. 1 Cooty game	" " "
6. 2 Checker games	" " "
7. 1 Chutes and Ladders game	" " "
8. 1 Sorry game	" " "
9. 1 Connect 4 game	" " "
10. 1 set Chinese Checkers	" " "
11. 1 Twister	" " "
12. 1 cassette player	" " "
13. 3 balls, assorted: nerf, air, rubber	Constructive Playthings
14. 4 puzzles (100 piece interlocking)	" "
15. 1 skip rope	" "
16. 4 boxes 32 count crayons	" "
17. 12 Elmers glue - 4 oz.	" "
18. 2 sets felt-tip washable markers (4 pack)	" "
19. 2 boxes colored chalk	" "
20. 2 pkgs. tissue paper 9assorted)	" "
21. 12 water color brushes #5	" "
22. 6 easel brushes ½"	" "
23. 1 set wooden unit blocks	" "
24. 2 Broadman dolls--1 black, 1 white	Baptist Book Store

25.	1 Broadman Presentation Bible	Baptist Book Store
26.	1 Preschool Bible Picture Set	" " "
27.	1 large jar white acrylic	Practical Drawing
28.	10 lbs. Plaster of Paris	" "
29.	1 box tongue depressors	" "
30.	6 scissors 4½"	" "
	2 lefty scissors 4"	" "
31.	3 masking tape 3/4"	" "
32.	1 box economy pak Craft Sticks	" "
33.	1 cassette -- Primary Fitness	Melody House
34.	2 sets game cards for "Go Fishing" and "Old Maid"	
35.	2 sets Jacks	

Names and Addresses of Suppliers

1. Baptist Book Store
   2620 Avenue E, East
   Arlington, Texas 76011

2. Best Products Company
   Post Office Box 26303
   Richmond, Virginia 23260

3. Constructive Playthings
   11100 Harry Hines
   Dallas, Texas 75229

4. Charles Gray Company
   Post Office Box 1077
   Grand Prarie, Texas 75050

5. Albert M. Loch and Son, Inc.
   Boston, Mass. 92114

6. Material Services
   Baptist Sunday School Board
   127 Ninth Avenue North
   Nashville, Tennessee 37234

7. Melody House Recordings
   819 NW 92nd
   Oklahoma City, Oklahoma 73114

8. Practical Drawing Company
   2205 Cockrell
   Post Office Box 225388
   Dallas, Texas 75265

9. Wells Cargo, Inc., Texas Division
   600 Texas Central Parkway
   Post Office Box 7128
   Waco, Texas 76710

10. Wood, Etc.
    Post Office Box 3484
    Irving, Texas 75061